DOCUMENT RESUME

ED 192 981 RC 012 281

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TITLE	Manual for Recruiters, MSRTS, Record Clerks, and Terminal Operators.
INSTITUTION	Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Oct 79
NOTE	164p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Employment Qualifications; File Clerks; *Migrant Education; *Occupational Information; Online Systems; Program Descriptions; *Recordkeeping; Records (Forms); *Recruitment; State Programs; *Student Records; Typists
IDENTIFIERS	*Colorado; Elementary Secondary Education Act Title I; *Migrant Student Record Transfer System

ABSTRACT

Developed within the Colorado Migrant Education Program as a workable manual for non-classroom personnel (recruiters, clerks, and terminal operators) involved with migrant education, this guide also functions as a training manual. The manual may also be used to assist local education agencies in planning and organizing migrant education programs. Each of three sections for recruiters, records clerks, and terminal operators defines job qualifications, duties, and responsibilities and includes forms, reports, charts, maps, and lists used in carrying out that particular job role, as well as discussions of policies, procedures, and problems involved in each particular area. A fourth section contains forms, reports and explanations used in the Migrant Student Record Transfer System (MSRTS). MSRTS Oral Language Outlines are presented in English and Spanish. (JD)

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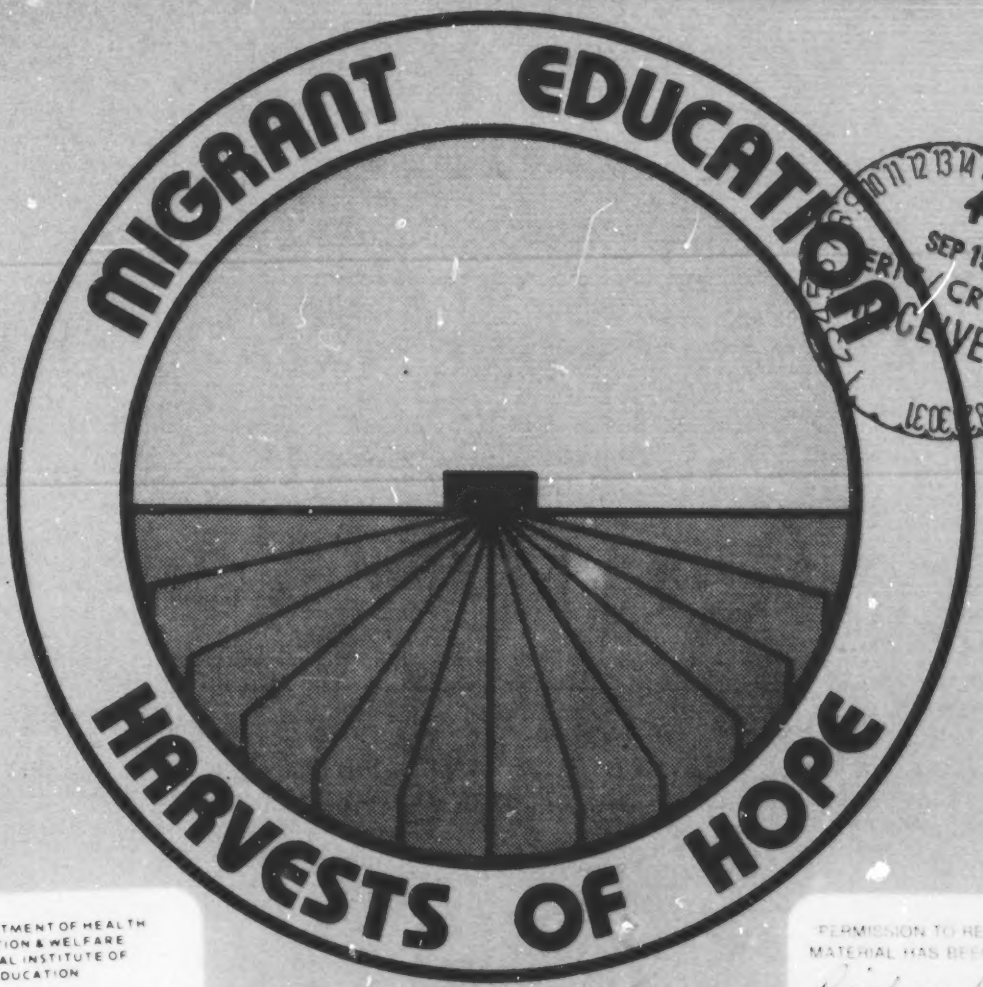

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for

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msrts

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COLORADO DEPARTMENT OF EDUCATION, CALVIN M. FRAZIER, COMMISSIONER
DENVER 1979

RECRUITERS/MSRTS MANUAL

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1979

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Education 79-1713 300
Recruiters/MSRTS Manual
October 1979
Price $3.00
No charge to Colorado Public Schools

ACKNOWLEDGEMENTS

The Colorado Migrant Education Program, funded by ESEA Title I Migrant Education, gratefully acknowledges the U.S. Office of Education, Migrant Student Record Transfer System in Little Rock, Arkansas, New Jersey Migrant Recruiter Program, the formerly Colorado Migrant Child Identification and Recruitment Project (CMCIRP), all Colorado Migrant Education Program Directors, Migrant Recruiters, Record Clerks and Terminal Operators for their many procedures and forms utilized for the preparation of this manual.

PURPOSE

This manual has been developed to serve as a guide for Record Clerks, Terminal Operators and Recruiter Personnel. It may also be used to assist LEA's in planning and organizing migrant education programs.

The information in the manual is not meant to be complete. As the program grows and develops appropriate changes will be made with respect to procedures and materials. It is meant to function as a workable manual which will guide the recruiters, clerks, and terminal operators in their daily tasks. As such, it will also function as a training manual. The migrant staff will be required to have a first-hand knowledge of all materials in the manual.

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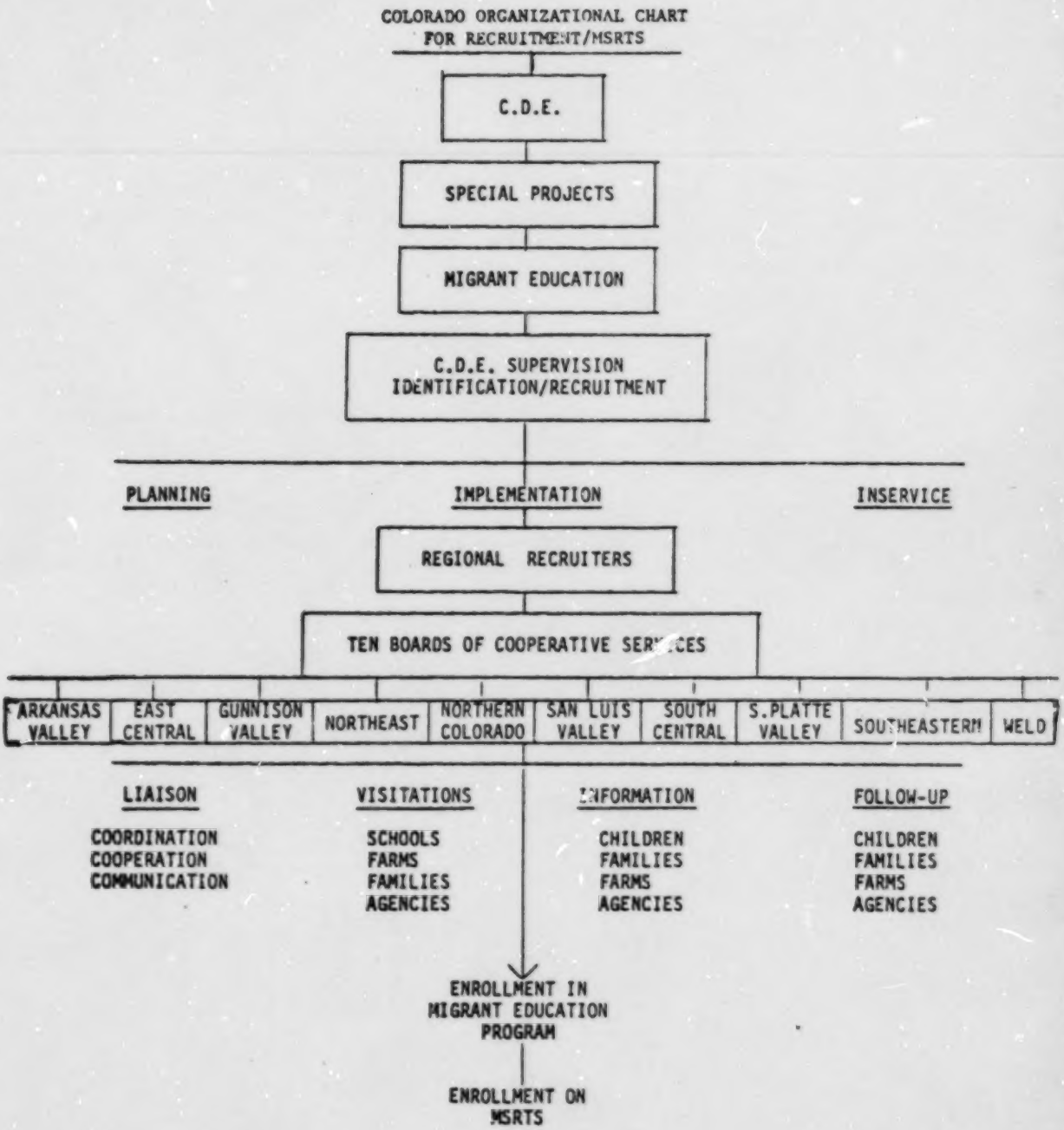
RECRUITERS SECTION


COLORADO ORGANIZATIONAL CHART
FOR RECRUITMENT/MSRTS
C.D.E.
SPECIAL PROJECTS
MIGRANT EDUCATION
C.D.E. SUPERVISION
IDENTIFICATION/RECRUITMENT
PLANNING
IMPLEMENTATION
INSERVICE
REGIONAL RECRUITERS
TEN BOARDS OF COOPERATIVE SERVICES
ARKANSAS VALLEY
EAST CENTRAL
GUNNISON VALLEY
NORTHEAST
NORTHERN COLORADO
SAN LUIS VALLEY
SOUTH CENTRAL
S.PLATTE VALLEY
SOUTHEASTERN
WELD
LIAISON
COORDINATION
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VISITATIONS
SCHOOLS
FARMS
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INFORMATION
CHILDREN
FAMILIES
FARMS
AGENCIES
FOLLOW-UP
CHILDREN
FAMILIES
FARMS
AGENCIES
ENROLLMENT IN
MIGRANT EDUCATION
PROGRAM
ENROLLMENT ON
MSRTS

DEFINITIONS OF MIGRANT CHILDREN

Following are the only definitions which can be used in placing children in Migrant Education Programs.

"Currently Migratory Child" means a child whose parent or guardian is a migratory agricultural worker or migratory fisherman.

Interstate Migrant (1) (4)
A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the parent, guardian, or other members of the immediate family might secure temporary or seasonal employment in agriculture or fishing activities.

Intrastate Migrant (2) (5)
A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that a parent, guardian, or other members of the immediate family might secure temporary or seasonal employment in agriculture or fishing activities.

Formerly Migratory Child (3) (6) (5-year Migrant)
A child who has been an interstate or intrastate migrant as defined, but who has ceased to migrate within the past five years and now resides in an area in which a Migrant Education project is provided. (Requires parental consent.)

POLICY BRIEFS

an information service of:
U.S. Office of Education–Migrant Branch &
New York Migrant Program Communications

Category: Child Eligibility

Question: What would constitute minimum information required on an identification and recruitment form to establish child eligibility under the Title I migrant education program?

Response: If a form for recruitment and enumeration purposes is to contain sufficient information to establish the migratory status of a child and not merely what a school official believes that status to be, then the form should contain the following information: (1) When (latest date) and between what places of residence did the parent (or guardian) move in search of temporary or seasonal employment in agriculture or fishing? ...The form should also include something about the nature of their employment so that it can be readily identified as being agriculture or fishing. In the case of formerly migratory children, it is important that the date the parents ceased to migrate be established. ...If the occupational status of the child's guardian...is going to be the basis for his being considered a migratory child ... indicate the basis for considering that individual as the child's guardian. ... (2) When (latest date) and between what places of residence did the child move ... (3) In the case of formerly migratory children, what was the date the child ceased to migrate...and is that child residing in a school district in which Title I migrant services are being provided to some currently or formerly migratory children...(and) a request for parental consent for participation of a child in the program as a former migrant. ...Just ahead of the signature line for the school official certifying eligibility, a statement should appear which makes explicit what is being certified...to make clear that the certification of the school official relates to the source of the information...rather than to the student's eligibility per se. ...eligibility is determined objectively from the facts of the particular student's situation and not be a certification which is in the nature of an assurance of a child's eligibility rather than a certification about the facts on which the child's eligibility is based. (July 31, 1977)

POLICY BRIEFS

an information service of:
U.S. Office of Education–Migrant Branch &
New York Migrant Program Communications

Category: Child Eligibility

Question: Are all migratory children (of school age) of all types of migratory workers eligible for services under the Title I migrant program?

Response: The children of migrant laborers who are not engaged in agriculture, fishing, or related food processing activities are not eligible for services under the Title I, ESEA, migrant legislation. Inclusion...of children in other categories of migrant or mobile populations would require an amendment to the statute. (July 21, 1977)

Question: Can supporting services be provided to migrant children with Title I migrant funds even though the migrant child is participating only in the regular school program because he/she does not require the supplementary instructional services of the Title I migrant program?

Response: ...funds...may be used to provide supporting services for migratory children, but only to the extent necessary to enable them to participate effectively in instructional services designed to bring about improvements in their educational performances. These instructional services, however, do not necessarily have to be supported with funds provided under Section 122 and may include the services of State and locally funded classroom teachers. (March 24, 1977)

Question: Are the migratory children of illegal aliens qualifying otherwise as migratory agricultural workers or migratory fishermen eligible for services under the Title I migrant program.

Response: ...educational services under the ESEA, Title I migrant program are to be provided all children who meet the statutory eligibility criteria regardless of their condition of alienage. (November 1, 1976)

POLICY BRIEFS

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New York Migrant Program Communications

Category: Child Eligibility

Question: Are migratory children traveling with and under the complete supervision of crew leaders eligible for Title I migrant program services on that basis with the crew leader, in the absence of the parent, serving as the child's guardian?

Response: A person such as a crew leader or camp director having temporary custody of a child for the limited purpose of supervising his employment cannot be considered a legal guardian or a person having full parental responsibility. (October 7, 1976)

Question: Are the children of migratory agricultural workers or migratory fishermen eligible for Title I migrant program services if they themselves are not actually migratory as the parents are?

Response: ...children...who remain at home while the parents migrate ...do not qualify for migrant services since they do not meet the "migration" requirements. However, if the children have been migrating annually with their parents and now have ceased to migrate, these children may be classified as "formerly migratory"... (October 3, 1975)

Question: Can a child who has never been identified for Title I migrant program purposes as a currently migratory child participate now in the program as a formerly migratory child, if meeting that definition?

Response: If the child in question has been a migratory child of a migratory agricultural worker or migratory fisherman, even though the child may not have attended school because he or she was too young or for other reasons, then that child may be considered eligible to participate in a Title I migrant program provided that his parents ...have indicated their concurrence that the child be "deemed to continue to be such a child..."

POLICY BRIEFS

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U.S. Office of Education–Migrant Branch &
New York Migrant Program Communications

Category: Child Eligibility

Question: Can the one-time signature of a parent suffice for the program participation of a formerly migratory child for the entire period of settled-out eligibility?

Response: ...the concurrence of the parent does not extend automatically to the child for a five year period. The enrollment form, therefore, should be signed on an annual basis to assure that the children so identified have permission to participate in the program. Further, the same certification by the parent or guardian may also be used as the parents' acknowledgement of their rights ...concerning...privacy of parents and students. (May 10, 1977)

Question: When, in effect, does the five-year settled-out period commence, as of the date of initial identification as a migratory child or a year from that date?

Response: ...a child identified as an active interstate/intrastate migratory child is considered to be in that active eligibility status for the remainder of that year in which he was so identified. Therefore...he is entitled to a five year eligibility as a five year provision or former migrant child as of the termination of that active status year. (June 2, 1976)

POLICY BRIEFS

an information service of
U.S. Office of Education–Migrant Branch &
New York Migrant Program Communications

2/2-78/MPC

Category: Child Eligibility

Question: Are only school officers authorized to validate the eligibility of children on the authorization form? Could another individual, contractually serving as an agent of the State educational agency (SEA) serve in this capacity?

Response: The SEA (may)...officially assign the census taker (or another individual) the responsibility and authority for signing, validating, and enrolling eligible migrant children in the Migrant Student Record Transfer System (MSRTS).

It is important, for the record, that you keep official documentation of the census taker assignment and agreement between the SEA and subgrantee as to the functions of the assignment and the ultimate responsible authority. This action should be sufficient to validate eligibility and not require the school official's signature on the authorization form.

Please note that the absence of the school official's signature pertains only to the authorization form and does not relieve the local school officials from their statutory obligation to provide educational programs for all children within their respective attendance areas. (November 9, 1977.)

POLICY BRIEFS

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New York Migrant Program Communications

2/2-78/MPC

Category: Child Eligibility

Question: If a child and his family settle out of the migrant stream, how long can the child be served in a migrant project?

Question: Does the five-year period of eligibility begin on the date of the family's last qualifying move into a school district or does it (the 5-year period of eligibility) begin when the child ceases to be a "currently migrant child?"

Question: If the 5-years of eligibility begin when the child ceases to be a "currently migratory child," does the period during which the child may be served in a migrant education project actually extend for a period of 6 years from the date of the family's last qualifying move?

Question: If a child's eligibility status changes from "currently migratory" to "formerly migratory" in the middle of a project or school term, is it necessary to secure parental consent for continued service in the project in which the child is enrolled?

Question: If the period of eligibility of a formerly migratory child expires in the middle of a project or school term, is it necessary to withdraw the child from the project prior to the end of the project?

Response: Public Law 93-380, Section 122(a)(1)(3), states in part:

> "For purposes of this section, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this subsection."

POLICY BRIEFS

an information service of
U.S. Office of Education – Migrant Branch &
New York Migrant Program Communications

2/2-78/MPC

Category: Child Eligibility

Response Cont.: A child identified as an active interstate/intrastate migratory child is considered to be in that active eligibility status for the remainder of that year in which he was so identified. Therefore, as stated in the above section of the law, he is entitled to a five year eligibility as a five year provision or formerly migratory child as of the termination of that active status year.

Therefore, as an example, a child whose last qualifying move took place on January 1, 1977, would remain in active status as a currently migratory child through and including December 31, 1977. On January 1, 1978, the child would change status to a formerly migratory child (provided that the concurrence of the parent was secured) and would be eligible for project services up to December 31, 1982. As required by statute, the parents must provide their concurrence for program services. Therefore, parental concurrence and permission for program participation must be secured for all such children whether their attainment of such status occurs prior to or during the conduct of a project. The period of eligibility for services does in fact, then, extend for six years, including one year of active status and five years of settled-out status. Further, if a formerly migratory child has been enrolled in a project that commences prior to January 1, 1982, that child may continue to participate in those specific project services until they are completed. At the termination of that specific project, the child may not be re-enrolled again, however, unless another qualifying move occurs to establish the child as currently migratory. (November 10, 1977.)

POLICY BRIEFS

an information service of
U.S. Office of Education – Migrant Branch &
New York Migrant Program Communications

4/11-78

Category: Child Eligibility

Question: ***What is the policy with respect to required eligibility information and parental signatures for the participation of currently migratory children?***

Response: Section 116d.12 of the Title I Migrant Education Program Regulations requires the State educational agency (SEA) or designated operating agency to establish "...documentary evidence sufficient to demonstrate that the child is a currently or formerly migratory child..." The "documentary evidence" (usually an eligibility/enrollment record) must include adequate information to establish the child's eligibility, but does not necessarily require a parental signature (in the case of a currently migratory child). If, however, the parent or guardian is not present to provide the required information, your agency is still responsible for establishing the migratory status of both the child and the parent or guardian. Therefore, we advise that an authorized school official sign the record to attest to the source and credibility of the information.

An SEA is not prohibited, however, from requiring a parental signature for other purposes such as compliance with State privacy of information guidelines or health treatment and services regulations. (August 30, 1978)

Question: ***What is the policy with respect to admitting eligible migratory children, at mid-project, to "regular" Title I programs?***

Response: There is no specific policy concerning mid-term enrollments of migratory children in local Title I programs. Our policy is that children who meet the LEA's criteria for the selection of Title I participants must be applied without regard to whether the child is or is not a migrant. LEA's that admit non-migrant children at mid-term to regular Title I programs should do the same for qualified migrant children. (September 6, 1978)

POLICY BRIEFS

an information service of
U.S. Office of Education – Migrant Branch &
New York Migrant Program Communications

4/11-78

Category: Migrant Student Record Transfer System

Question: What types of MSRTS-related documents should be retained for audit purposes?

Response: - The only such documents that the SEA would be required to retain for purposes of assuring an auditor that program funds were expended on eligible migratory children would be the student enrollment forms. These forms must include (1) information sufficient to establish the child as an eligible migratory child, (2) the signature of an authorized school official attesting to the source and reliability of the information, and (3) in the case of a formerly migratory child, the signature of the parent indicating permission for the child to participate in the program.

...SEAs are advised to retain other pertinent MSRTS documents, both for State management purposes, and to satisfy an audit or review of the administration and management of the program. These documents would include any intermediate forms that are used between the time of completion of the enrollment forms and transmittal of the information to the MSRTS, any other forms that are used to relay update information to the terminal operator and from the terminal operator to the MSRTS, the resulting MSRTS records themselves, and any formalized procedural instructions that are provided to project personnel or terminal operators with respect to their use of the System. (July 14, 1978)

Question: Does a child have to be enrolled in the MSRTS as a condition of eligibility for Title I migrant education program services? What happens if a parent refuses to permit the transfer of a child's record?

Response: ...it is not required by either statute or regulation that a child be enrolled in the MSRTS in order to be eligible for services through the Title I migrant education program. The child's eligibility is based on information from the enrollment document that the SEA or the operating agency is required to establish.

...in accordance with the Family Educational Rights and Privacy Act of 1974 (Section 438 of the General Education Provisions Act), educational agencies have the authority to establish and maintain educational records of enrolled students, and to release these records to"...other school officials...who have been determined...to have legitimate educational interests...(and to)...officials of other schools and school systems in which the student seeks or intends to enroll...," and are not required to secure the written consent of the parent. However, the rights that are accorded parents are that they "...be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record..." (emphasis supplied). Therefore, educational agencies have the authority to transfer, without the written consent of the parents, the records of any of their students who intend to enroll in another school. (July 18, 1978)

POLICY BRIEFS

an information service of:
U.S. Office of Education–Migrant Branch &
New York Migrant Program Communications

Category: Migrant Student Record Transfer System

Question: Do students entered into the Migrant Student Record Transfer System generate funds under the Title I migrant education program even through they might not be currently in attendance at a project school?

Response: ...pupils enrolled in the Migrant Student Record Transfer System generate program funds, whether or not such children are in attendance at one of your schools. Migrant children aged 5-17 enrolled in the MSRTS...continue to generate funds for (the State) for up to 13 months or until they are enrolled by another State. ...when children who have been enrolled in MSRTS do not attend such programs as may be available to them...appropriate information to this effect is entered into their MSRTS records. Entering such non-attendance or withdrawal information into the MSRTS does not affect the generation of funds, but merely serves to keep each student's cumulative academic record as comprehensive and complete as the System allows. (April 13, 1977)

Question: For purposes of Federal oversight, does the Migrant Student Record Transfer System, as operated by the States, constitute a Federal system of records?

Response: ...the Migrant Student Record Transfer System...does not constitute a system of records under the Privacy Act of 1974. (October 13, 1976)

Question: Can the U.S. Office of Education grant permission for the use of MSRTS records or information or release such information to individuals or groups?

Response: ...the Office of Education cannot grant permission for the use of the System (MSRTS) to any one or group of individuals within any State. This is a determination that must be made by the State educational agency and the local educational institutions based upon their established policies for the use of the data and the safeguards on privacy issues. (July 23, 1976)

Ms. Amy D. Heintz
Director
Federal Supplementary Programs
Nevada Department of Education
Capitol Complex
Carson City, Nevada 89710

Dear Ms. Heintz:

Thank you for your letter of May 29, 1979, in which you pose a number of questions with respect to the Title I Migrant Education Program Regulations (45 CFR Part 116d). I hope that the information that follows is sufficient in responding to those questions. The responses are ordered in the same sequence as the questions in your letter.

1. At what point does eligibility factor cease in farming and harvesting trees? (i.e. When the trees are loaded on the trucks, delivered to the processing plant, or what?).

   Section 116d.2 of the Migrant Education Program Regulations states, in part, that "agricultural activity" includes "...any activity directly related to the cultivation or harvesting of trees...." Therefore, any of the many possible types of activities involved directly in either cultivation or harvesting (e.g., soil preparation, planting, tending, pruning, marking, felling, etc.) are, of course, included as qualifying activities. Normally, once the trees are ready to be transported from the site of harvesting to a processor, there is no longer a direct enough involvement in a cultivation or harvesting activity to qualify the worker as "agricultural."

   However, if the trees are being transported to the processor by persons employed by the same individual or firm that supported the cultivation or harvesting activities, we then consider those persons involved in transporting the trees also to be eligible. The reasoning is as follows. In some instances, those persons involved in the direct cultivation and harvesting activities are the same persons who are employed, either simultaneously or later, to transport the trees. Too, in any event, we feel that it would be unreasonable to include some, but not other, workers of the same forestry employer--provided that we are still qualifying only those workers who are actually "migratory" (i.e., those who have moved for temporary or seasonal labor). The processing of trees, however, is not a qualifying activity.

2. At what point does eligibility cease in potato farming and harvesting? (When the potatoes are loaded on the trucks, delivered to the processing plant, or what?)

   Section 116d.2 of the program regulations also states, in part, that "agricultural activity" includes "...any activity directly related to the production or processing of crops...." (emphasis added). Because potatoes are a "crop," activities involved in both the "production" (cultivation and harvesting) and "processing" (transportation to the processor, storing, refining, canning, freezing, etc.) of potatoes qualify the worker as "agricultural." Similar to the aforementioned situation with the cultivation and harvesting of trees, if the further transportation of these crops is provided by workers employed by the processor, then those workers involved in the transportation of the processed crops do qualify as "migratory agricultural worker[s]." Otherwise, however, the transportation marks the beginning of the stage of "initial commercial sale," and the transportation would not qualify the worker as "agricultural."

3. What is the definition of "fish farms" [Section 116d.2(c)] and how does the definition relate to "fishing activity" [Section 116d.2(b)] Can we assume that "migratory fisher," as defined is the key term and the word "farm" is irrelevant? At what point does eligibility cease in "fishing activity"?

   A "fish farm" is a tract of water reserved for the artificial cultivation of an aquatic life form (fish). These fish are artificially "cultivated" and not "caught," as they would be in the sense of "fishing activity." Therefore, we are defining two separate and different types of occupations. Both are qualifying occupations, but one is included under "agricultural activity" and the other under "fishing activity."

   Workers directly involved with fish farms are "agricultural" in the same sense as workers on livestock and poultry farms. "Fishing," however, constitutes a completely separate occupational group. That work is in no way related to an "agricultural activity," and as such, is included under the separate, but equally-qualifying, category of "fishing activity."

   "Fishing activity" occupations qualify through and including the processing stage, as further defined in the response to your question #2.

4. What does "eligible to be counted" mean under the definition of "formerly migratory child"?

Section 116d.2 of the program regulations defines a "formerly migratory child," in part, as "...a child who...was eligible to be counted and served as a currently migratory child within the past 5 years...." This means that, at some point in time (within the past 5 years), the child qualified as a "currently migratory child," as defined in the regulations. It is not required that the child was actually identified and served in a project at that prior point in time--only that, at that prior point in time, had the child been located by a migrant education project, he or she would have been eligible (according to the definition of a migratory child) to be counted (entered in the Migrant Student Record Transfer System) and served in a migrant education project (any child, aged birth through 21 years of age, who meets the regulatory definition of a migratory child, is eligible to be served).

5. Section 116d.12. What shall we tell operating agencies regarding securing parent or guardian signatures for the enrollment of migratory students in the Migrant Student Record Transfer System (MSRTS)? Please give us an expository statement (with reference to any possible litigation implications) that we can copy to Nevada School Districts.

In accordance with the Family Educational Rights and Privacy Act of 1974 (Section 438 of the General Education Provisions Act, Pub. L. 90-247, as most recently amended by Pub. L. 95-561, the Education Amendments of 1978), educational agencies have the authority to establish and maintain educational records of enrolled students, and to release these records to "...other school officials... who have been determined...to have legitimate educational interests... [and to]...officials of other schools and school systems in which the student seeks or intends to enroll...." and are not required to secure the written consent of the parent.

However, the rights that are accorded the parents are that they "...be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record...." (emphasis added). Therefore, educational agencies have the authority to transfer, without the written consent of the parent, the records of any of their students who intend to enroll in another school.

However, even though you are not legally required to secure the consent, written or otherwise, of the parent in order to maintain and transfer educational records of students, you may find a need to secure the signature of the parent for any number of other reasons, that vary from State to State, as follows:

(a) Some agencies secure the signature of a parent prior to providing health services, taking the students on field trips, etc. The need for the signature of a parent, in such cases, is determined in accordance with State and local policy.

(b) Some agencies secure the signature of a parent in order to document that the parent has been notified of the transfer of the child's records. [Note that this signature would indicate that the parent had been notified, but not necessarily that the parent had given consent for the transfer.]

(c) Some agencies secure the signature of a parent in order to attest to the accuracy of eligibility data (e.g., occupation, residency, etc.), although a signature for this purpose is not required by law or regulation.

(d) Some agencies secure the signature of the parents of formerly migratory children in order to document the "concurrence" of these parents for the program participation of their children, although a signature for this purpose, too, is not required by law or regulation.

(e) Some agencies secure the signature of a parent prior to enrolling the child in the Migrant Student Record Transfer System (MSRTS), or prior to transferring the record of that child, because of more stringent State privacy regulations.

As you can see, your agency may want to consider the need for the signature of the parent for any number of reasons, but the signature is not required for purposes of complying with Federal law and regulations pertaining to either family educational privacy rights or the eligibility of participating children.

6. Section 116d.32(b). Please quote for us the definition of an "eligible" migrant child (re: generating funds via entry into the MSRTS in terms of chronological age).

An "eligible" migratory child is any child, birth through 21 years of age, who meets the regulatory definition of either "currently migratory child" or "formerly migratory child" (Section 116d.2). Although your agency generates funds based on the full-time equivalent count of only those migratory children aged 5-17 years, those migratory children, birth through 5 years of age, and 18 through 21 years of age, are also "eligible" to be served.

7. Section 116d.39(f). How does the new Skills System relate?

Section 116d.39(f) of the program regulations requires the SEA to assure "...continuity in the education of migratory children includ[ing] coordinating its State program with programs in other States and for utilizing fully the migrant student record transfer system, including the transfer of the most current academic and health information available for the children served...." (emphases added).

Participation in the new Skills Information System, as well as broader participation in the transfer of records through the MSRTS, are good methods of attaining compliance with the general requirement of assuring "continuity" of educational programs. However, there are a number of other recommended methods of coordinating educational programs among the participating States, such as those listed in Section 116d.32(h), as follows: "...the exchange of course credits...[and]...sharing of program planning, evaluation, curriculum, and staff training materials." An SEA's efforts to foster "continuity" through participation in the Skills Information System of the MSRTS does not necessarily guarantee, however, that the agency's plan for interstate coordination of educational programs will be assessed, by this office, as adequate in meeting the "special educational needs" of migratory children.

Furthermore, the requirement in Section 116d.39(f) that participating agencies "...utiliz[e] fully the migrant student record transfer system, including the transfer of...current academic...information available for the children served...." (emphases added) does, in effect, require your agency to participate fully in the Skills Information System, as an academic information component of the MSRTS

8. Section 116d.39(g). Please define the term "recruit" as found in this section. Does it mean recruit for instruction, generating funds, or what?

Section 116d.39(g) of the program regulations requires the SEA to make "...every reasonable effort to identify and recruit all eligible currently and formerly migratory children." (emphasis added). The phraseology "identify and recruit" reflects a requirement that the SEA "identify" (ascertain presence and location within the State) and "recruit" (secure eligibility data, enter into the MSRTS, and consider relative needs in designing the statewide program) all eligible migratory children in the State. This requirement does not obligate the State to "serve" (provide with actual instructional or supporting services) every eligible child, only that the SEA make a reasonable effort to be knowledgeable of the presence, location, and needs of all eligible migratory children in the State, as it conducts its statewide needs assessment, designs the statewide program, and determines which children to serve and what types of services to provide.

Thank you once again for your letter. I hope that the information in our responses will be helpful. If I can be of any additional assistance, please let me know.

Sincerely yours,

Vidal A. Rivera, Jr.
Chief, Migrant Education Branch

MIGRANT RECRUITER DUTIES

1. Interview selected people to explain the recruiter function, open communication channels, and obtain cooperation. People to be interviewed would include all of the following in the area to be served: school attendance officers, principals of all public schools, superintendents, farm labor office managers, key growers, field supervisors for sugar, County Health Department personnel, leaders of local Migrant Ministry and Catholic programs serving migrant people, school bus supervisors and drivers, and other appropriate people.

2. Obtain information, by means of interviews and community contacts, about all community services open to migrants. Know location, hours of operation, phone numbers, names of key persons, and fee schedule for all services. Record this information for reference.

3. Map the areas served by the school district with all known migrant housing marked.

4. Tour migrant housing regularly. Identify migrant families, fa[illegible]s crossing school district lines overnight or longer in order to [illegible]e in farm labor or food processing labor. Interview families i[illegible] to let them know what services are available to them. Inform[illegible]out local ordinances, fees for services where required, and obta[illegible]em information needed by the school district, th[illegible] Department of [illegible]a, and other service agencies or organizations. Explain the schoo[illegible]gram for migrant children to each family. Provide aid as needed for [illegible]s, clothing, school supplies, etc. Arrange for school bus stops as [illegible]ded. Do everything possible to get children into school.

5. Visit classes of migrant children as often as possible and discuss learning problems with teachers, then communicate appropriate information to parents. Check on vision and hearing screening, medical and dental checkups, etc., and arrange for needed visits to clinics, dentists, and the like. Provide transportation directly and/or through volunteer services. All cars should be covered by liability insurance.

6. Maintain proper records and information as it relates to the job tasks and activities.

7. Submit Quarterly Status Report to the MSRTS Coordinator, Colorado Department of Education, Migrant Education Programs, 201 East Colfax, Denver, Colorado 80203.

MIGRANT CHILD IDENTIFICATION AND RECRUITMENT QUARTERLY STATUS REPORT*

REGIONS	
1. NORTHERN COLO. ED. BOCS	6. SOUTHEASTERN BOCS
2. WELD BOCS	7. ARKANSAS VALLEY BOCS
3. SOUTH PLATTE VALLEY BOCS	8. SOUTH CENTRAL BOCS
4. NORTHEAST COLO. BOCS	9. SAN LUIS VALLEY BOCS
5. EAST CENTRAL BOCS	10. GUNNISON VALLEY BOCS

DATE _____

RECRUITER/ FAMILY CONTACT _____

REGION _____

PROGRAM _____

* THIS REPORT WILL BETTER ASSIST THE COLORADO MIGRANT PROGRAM TO WORK WITH SCHOOL DISTRICTS IN PROJECTION AND PLANNING OF PROGRAMS FOR MIGRATORY CHILDREN. ACCURACY IS HIGHLY NECESSARY.

_____ 1. NUMBER OF FARMS AND RANCHES YOU VISITED THIS QUARTER TO IDENTIFY MIGRATORY LABOR EMPLOYERS.

_____ 2. SPECIFY THE SCHOOL DISTRICTS IN WHICH THOSE FARMS OR RANCHES ARE LOCATED.

_____ 3. BELOW, PROVIDE THE DATA SPECIFIED FOR EACH SCHOOL DISTRICT YOU SURVEYED THIS QUARTER. (DO NOT INCLUDE NON-ATTENDING CHILDREN AND YOUTH.)

SCHOOL DISTRICT	NO. OF INTERSTATE	NO. OF INTRASTATE	NO. OF 5-YEAR	TOTAL
TOTAL				

PRESCHOOL

SCHOOL DISTRICT	NO. OF INTERSTATE	NO. OF INTRASTATE	5-YEAR	TOTAL
TOTAL				

4. BELOW, PROVIDE CHILDREN IN DISTRICTS BUT NOT ATTENDING

SCHOOL DISTRICT	NO. OF INTERSTATE	NO. OF INTRASTATE	5-YEAR	TOTAL
TOTAL				

ARE ALL CHILDREN ENROLLED IN MSRTS? YES ___ NO ___ IF NO, PLEASE EXPLAIN.

5. BELOW, PROVIDE THE INFORMATION REQUESTED FOR NUMBER OF VISITATIONS TO AGENCIES AND SCHOOLS.

SCHOOLS	HEALTH	FOOD STAMPS	WELFARE	EMPLOYMENT	LEGAL	OTHER	TOTAL
NO.	NO.	NO.	NO.	NO.	NO.	NO.	NO.

6. NUMBER OF VISITATIONS/CONTACTS YOU HAD THIS QUARTER TO MIGRANT FAMILIES. DOCUMENTED? YES ____ NO ____ HOW DOCUMENTED?

HOME	PLACE OF WORK	AGENCIES	PHONE	OTHER	TOTAL
NO.	NO.	NO.	NO.	NO.	NO.

29

30

7. HOW MANY AGRICULTURALLY RELATED EMPLOYERS DID YOU CONTACT THIS QUARTER? DO YOU HAVE DOCUMENTATION ON VISITS?
YES ____ NO ____ IF NO, PLEASE EXPLAIN:

PROFILE BY SCHOOL DISTRICT/BOCS
NAME OF SCHOOL DISTRICT/BOCS _____

NUMBER OF FARMS EMPLOYING AGRICULTURAL WORKERS _____

NUMBER OF MIGRATORY WORKERS EMPLOYED _____

LIST OF CROPS GROWN:

SEASONS GROWN:

COMPANIES WHICH CONTRACT MIGRANT LABOR:

NUMBER OF MIGRANTS EMPLOYED:

AGRICULTURALLY RELATED INDUSTRIES:

NUMBER OF MIGRANT WORKERS EMPLOYED:

LIST OF MIGRANT SERVICES AND/OR AGENCIES

AGENCY/SERVICE	ADDRESS	PHONE

DEADLINE FOR SUBMISSION BY MAIL TO THE SUPERVISOR OF THE MSRTS/IDENTIFICATION/RECRUITMENT—COLORADO DEPARTMENT OF EDUCATION, BY THE FOLLOWING PERIODS:

SEPTEMBER-NOVEMBER - DUE DECEMBER 10
DECEMBER-FEBRUARY - DUE MARCH 10
MARCH-MAY - DUE JUNE 10
JUNE-AUGUST - DUE SEPTEMBER 10
Summer Report, June-August, should include in items 3 and 4 all children enrolled in MSRTS--attending or not attending school.

APPLICATION/AUTHORIZATION FOR ENROLLMENT

FORM CDE 145

GENERAL INSTRUCTIONS

I. APPLICATION

1. Name of Parents (Legal Parent or Guardian) - This section should have the name of the current parents the child/children are living with; Current address, city, state, zip code.

2. Home Base Address, School District: The city, state and school district that the family considers home base because their children attend schools there the majority of the time.

3. Previous Address - This is the last place the family lived before they moved to the current address.

4. Term: Please circle the correct term during the time of enrollment. Fall Term - is usually when school starts, late August to early September and ends on first semester of school or second quarter, usually mid-January.

   Spring Term - is the start of the third quarter of school or second semester and ends when school is out, usually the last of May or early June.

   Summer Term - is when a summer migrant school starts and ends when the summer school is over. Summer Term was inadvertently omitted, please write in.

5. Formerly Migratory Status: When checking the status of the formerly migratory years, please remember the following: If a family is Inter or Intra State Migratory Status, you do not mark in this section. The family becomes formerly migratory (5-year migrant) only after one year of residence (365 days) in a school district. Then the second year in the district the box marked one year of formerly migratory status would be marked for a family, etc.

   Field Representative/Family Contact: The area marked Field Representative/ Family Contact should have the signature of the district and State recruiter or family contact; district name and date when the recruiter or family contact filled out the form (cde 145) when interviewing the family.

6. Date of Arrival (residence): This section should have the date the family said they moved into the district. This is not the date the children/child start(s) school or when the family contact or recruiter interviewed the family.

7. Date Parents Ceased to Migrate: This section should be marked only when the family status is formerly migratory (5-year migrant). This section must have a date.

8. Head of Household: Mark box that best fits Head of Household.

9. Occupation Section: Please mark the box that best fits the parent occupation. This section must be marked. Do not leave blank.

10. Data on Family Members: Please complete with the most current information that can be secured from the family. Please note the following: a) If a child has a different last name than a parent, please put the child's corrected last name. Please, no nicknames; use proper first names. Don't forget the middle initial (MI); Most accurate birthday. Have parents, if possible, show you some documentation for birthdays. Mark proper verification (Ver).

    The school information section must be as complete as possible for proper enrollment at the Terminal Center at Little Rock, Arkansas. Family members - Date enrolled in school must be entered for attendance purposes. The date the child is enrolled at the school - this is not the date the family moved into the district or when the family contact or recruiter interviewed the family.

    Please circle the appropriate term: Regular year or summer term. Name of school must be entered. Remember, some children in the family may be attending different schools in the district. Address/city must be entered. Remember some districts have more than one town in their school boundaries. Present grade level: Please enter grade level, also include Kindergarten or Headstart-Day Care. Migrant Student Number: Please leave this blank, for Terminal Operator use only.

    Please put down the most current information on the type of shots and the number of shots for each type. If a parent cannot give you the information needed for any part of this section, please mark the appropriate line or lines with the following statement - "No Information Available." Also use Comment section for additional information such as the number of shots for each type, and date given.

11. Migratory Status: Please circle the appropriate number, based on information provided by the family and the definition of each category under which the named are eligible. This section must be marked for a proper enrollment to the Terminal Operator and the Computer Center in Little Rock, Arkansas.

12. Migrant Status if Different Than Total Family: This section is provided for situations that are the exception rather than the rule. If an individual child/children has/have a different migratory status than the rest of the family, this information must be entered.

13. Parental Authorization: Please enter the proper information for the current or legal parents, whichever is appropriate. Be sure all information has been explained to the parents or guardian before their signature is entered. This statement is written in Spanish on the back of the CDE 145 form. Parents wishing to sign this side also are welcome to do so.

14. School Verification: Please enter the name of the district and address. Since this is a family form and a school official signature is needed, please do the following: The form should be signed by the superintendent or someone given the authority by the superintendent or the board, such as the migrant director of a district or BOCES, the principal of a school, etc. If in a non-funded area of the State and no migrant program is provided, State recruiters will follow same procedure for school district or BOCES - form should be signed by authorized district personnel. If there is no one else, then the Director of the Colorado Migrant Child Identification and Recruitment Project should sign the form.

15. Comments: This section is provided for added information that might be important for the initial enrollment of an individual child or children into school and the Data Bank (Terminal) such information - educational, health, etc. Example: John needs glasses, etc.

Date _____ **Title I Student Health Intake Form**

Inter _____
Intra _____
5-year _____
Medicaid eligible _____

Name _____ B/D _____ Age _____
Address _____ Phone _____ Sex _____
Parents or Guardian _____
Whom to contact in an Emergency _____
Where _____ Phone _____
Last school attended _____ Phone _____
Name, Town and State

1. Has your child ever had a physical exam? (Circle one) Yes No Don't know

_____ _____
Date Name, Town and State

2. Has your child ever been hospitalized? Yes No
had surgery? Yes No

Dates	Reason	Town and State
_____	_____	_____
_____	_____	_____

3. Has your child ever had a serious illness? Yes No
or accidents? Yes No

4. Is your child allergic to:
Foods (ex. - milk, tomatoes, fruit) Yes No
Medicine (ex. - aspirin, penicillin) Yes No
Substance (ex. - soap, weeds, cats) Yes No

5. Do you have a record of your child's immunizations? Yes No
If yes, interviewer please get dates.
DPT/TD (Diferia, Tos Ferina/Tetano) _____ _____ _____ _____ _____
Polio _____ _____ _____ _____ _____
Measles (Sarampion/Rubeola) _____
German Measles (Rubella, Sarampion Aleman) _____
Mumps (Paperas) _____ TB Skin Test _____ Results _____
If no, where has child been immunized?
Date _____ Town and State _____

6. Are there any health problems in the family we can help you with while you are here in Colorado?
What are they and how can we help? _____
_____
_____

To be completed on those children 5 years and under -

7. Date last seen by a physician or clinic _____ Birth weight _____
Reason _____ Birth length _____
Location _____ Delivered at hospital? Yes No
Describe any problems during delivery: _____
_____
_____
Breast fed? Yes No How long? _____ Bottle fed? Yes No
Give date when child first sat alone _____ walked alone _____ toilet trained _____
said sentence _____ had first tooth _____
Do you have any concerns regarding your child's development or behavior? If so, explain:
_____
_____

_____
Signature of interviewer

...of Colorado — Colorado Department of Education — Migrant Education Program, Title I ESEA

APPLICATION — APPLICATION/AUTHORIZATION ENROLLMENT FORM — TERM: FALL SPRING SUMMER — COMMENTS:

NAME OF PARENTS (LEGAL PARENT OR GUARDIAN)

LAST	FIRST	M.I.	CURRENT ADDRESS	HOME BASE ADDRESS	PREVIOUS ADDRESS
			(Street)	(School Dist.)	(City)
			(City) (State) (Zip)	(City) (State) (Zip)	(State) (Zip)

Check one of the following Formerly Migratory States years

1 2 3 4 5

Date of arrival (residence) in district (state) to seek employment in agriculture or fishing ___/___/___. Mo. /Day/ Yr.

Date parents ceased to migrate Formerly Migratory Children only ___/___/___. Mo./ Day/ Yr.

OCCUPATION: ☐ Production of Farm Crops ☐ Food Processing ☐ Fish Processing ☐ Dairy, Poultry, Livestock Farming ☐ Commercial Fishing ☐ Other _____ Specify

HEAD OF HOUSEHOLD: ☐ FATHER ☐ MOTHER

DATA ON FAMILY MEMBERS

	Last Name	First	M.I.	Sex	Birthdate Mo. Day Yr.	Yer	Place of Birth City/County	State	Date Enrolled in School Regular/Summer Mo. Day Yr.	School Address/City	Present Gr. Lvl.	Migrant Student Number	DPT	MEAS	TB	Allergies/Serious Conditions/ Medications/Health Problems in Family
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

Migratory Status

Agr.	Fishing
1	4
2	5
3	6

Migrant Status if different from family

NAME_____ STATUS_____

_____ _____

_____ _____

Field Representative/Family Contact _____

District _____ Date _____

WHITE - District Copy PINK - CDE Office YELLOW - Terminal

CDE 145—Rev. 4-78 78-1417 ICM

PARENTAL AUTHORIZATION

Name of current parent (child not living with legal parent) Last_____

First_____

Name of Legal Parent (child living with legal parent) Last_____

First_____

I give my consent for whatever medical and dental examinations, treatment, and emergency care necessary for protecting the health of my child. I give my permission that my child take part in all school and extra-school activities, including field trips. I verify the above information is true. My child has permission to participate in the Migrant Education program.

The Migrant Student Record Transfer System has been explained to me. I know my child's records are available for me to see. I understand that these records will be sent to other schools where my child may enroll.

_____ _____

(Parent/Guardian) (Date)

SCHOOL VERIFICATION

I certify that the above information was obtained from a parent, guardian, or other responsible person, that it is correct to the best of my knowledge and based upon this information and the applicable definitions, the migrant status of the child as indicated below is correct. I further certify that the parent, guardian, or other responsible person has been informed of the procedures of the Migrant Student Records Transfer System, and the provisions of the Family Educational Rights and Privacy Act.

Name of School District_____

Address_____

Street/City/State/Zip

Signature of School Official_____

37

38

He recibido información tocante al sistema que se usa para trasladar registros de estudiantes migratorios de una escuela a otra y se me ha explicado las reglas de este sistema. Comprendo que los registros de mis niños siempre estan allí para que yo los pueda examinar. También comprendo que estos registros serán mandados a otras escuelas donde se matriculen mis niños.

Las provisiones de la ley de "Los Derechos De la Información Privada" también se me ha explicado. La Ley Pública 093-380 da acceso a los padres para ver registros permanentes de la escuela y da oportunidad para desafiar cualquiera información que esté errada, engañosa, o inapropiada.

Yo verifico que esta información está correcta.

Firma de Padre o Guardián _____ Fecha _____

Following is the only definitions which can be used in placing children in Migrant Education Programs.

"Currently Migratory Child" means a child (a) Whose parent or guardian is migratory agricultural worker or migratory fisherman.

Interstate Migrant (1) (4)
A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the parent, guardian, or other members of the immediate family might secure temporary or seasonal employment in agriculture or fishing activities.

Intrastate Migrant (2) (5)
A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that a parent, guardian, or other members of the immediate family might secure temporary or seasonal employment in agriculture or fishing activities.

Formerly Migratory Child (3) (6)
(5-year Migrant) means a child who has been an interstate or intrastate migrant as defined, but who has ceased to migrate within the past five years and now resides in an area in which a Migrant Education project is provided. (requires parental consent)

Re-Enrollment Form

DATA ON FAMILY MEMBERS

	Last Name	First	Date Enrolled in school Regular/Summer Mo.	Day	Year	School Address/City	Present Grade Level	Migrant Student Number
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Migratory Status

Agr.	Fishing
1	4
2	5
3	6

Migrant Status if Different from family

NAME_____ STATUS_____

_____ _____

_____ _____

TERM FALL SUMMER SPRING

Check one of the following Formerly Migratory Status years

1 2 3 4 5

Name of School District_____

Address_____
Street/City/State/Zip

Signature of School Official_____

Date_____

41

42

C O L O R A D O

SCHOOL HISTORY DATA

Previous Address _____
City State Zip Code

Previous School _____

Occupation if Employed _____

(The above information applies only before the migrant child settled in your district.)

* * * * * * * * * * *

School History as Resident of Present School District -

Name of School District _____

School Name	Date Enrolled Mo.	Day	Yr.	Date Withdrawn Mo.	Day	Yr.	Days Enrolled	Days Present
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

This form is to be used and attached to the yellow copy of the Application/Authorization for Enrollment Form (CDE-145) that is sent to the Terminal Operator upon enrollment of a migrant child. This form will only be used when enrolling 5-year eligible children in your district that have never been identified and enrolled by your district in the data bank.

MEMORANDUM

Colorado Department of Education / State Office Building / Denver, Colorado 80203
Migrant Education Program - PH:839-2092

TO: Migrant Directors, Recruiters, Record Clerks

FROM: Richard Rangel, Consultant, Migrant Education Program

DATE: December 6, 1979

SUBJECT: Automatic Enrollment/Withdrawal of Five-year Migrant Children

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The following are some points of information that the local districts should follow in the automatic enrollment/withdrawal of migrant children.

1. The automatic enrollment/withdrawal will be run annually in late October or early November.

2. The enrollments for five-year migrant children has been completed by the Terminal Operator at the Computer Center for this regular year, 1979-1980.

3. Migrant programs will not have to withdraw five-year migrant children this spring at the end of the 1979-80 regular school year. Do not send in the migrant records (educational, medical) the white shadow or blue blaze. The record should be kept at the school and also passed on to the student's teacher the next year. There will be no new records sent to the schools on the automatic enrollment/withdrawal from the Computer Center on five-year migrant children attending your schools.

4. Programs will not have to send in the Authorization/Enrollment forms, (cde 145's) to the Terminal Operators in the fall 1980 and thereafter on any five-year migrant children attending your school. You must still have an Authorization/Enrollment form signed every 12 months for five-year migrant children (cde 145). Send one copy to the Colorado Department of Education, Migrant Program, and file all other copies at your district.

5. When an active migrant child has a status change during the year, please call your Terminal Operator so the status can be changed from an inter-state (status-1) or intra-state (status-2) to a status-3 which is five-year migrant.

6. Each year the Department of Education and the schools will receive a list of five-year migrants enrolled at the schools from the Computer Center in Little Rock, Arkansas. School personnel should draw a line through each invalid entry. Children that are no longer eligible as five-year migrants or have moved from the district, should be deleted from the list. Send the list to your Terminal Operator so it can be updated at the Computer Center. Please note on list when the student's five-year eligibility is to be terminated.

7. When enrolling migrant children for summer programs, the school districts must follow the same procedures as in the past. The automatic enrollment/withdrawal does not affect the summer program. You must still send in an Authorization/Enrollment form (cde 145) for all children attending summer school (active migrant and five-year migrant). You must still withdraw all children at the end of summer school or when the child leaves the summer school. The student educational and medical record must be sent in with the same procedure as in the past for withdrawal.

If there are any questions regarding this memo, please contact Richard Rangel at CDE Migrant Office, 839-2092.

This memo is to be inserted in your Recruiter's Manual following page 29.

RR/bw

COLORADO AUTOMATIC ENROLLMENT/WITHDRAWAL
OF FIVE-YEAR MIGRANT CHILDREN

The following are the procedures that local districts should follow in the automatic enrollment/withdrawal of migrant children.

1. The automatic enrollment for five-year status migrant students will be run annually in September by the Computer Center in Little Rock, Arkansas.

2. All enrollments for new five-year status children to be flagged by the terminal operators and termination dates will be set by the terminal operators in the computer for fall enrollments.

3. Migrant programs will not have to withdraw five-year migrant children at the end of the regular school year. The automatic withdrawal will be completed by the Computer Center.

4. Do not send in the migrant records (educational, medical) to the Terminal Center for withdrawal. The record should be kept at the school on the student's permanent record and can be given to the student's teacher the next year. There will be no new records sent to the schools on the automatic enrollment from the Computer Center on five-year migrant children attending your schools.

5. Programs <u>will not</u> have to send in the Authorization/Enrollment Forms, CDE 145, to the terminal operators during regular-year enrollments and thereafter on any five-year migrant children attending your schools. You must still have an Authorization/Enrollment Form, CDE 145, signed every 12 months for five-year status migrant children. Send the pink copy to the Colorado Department of Education, Migrant Education Program, and file all other copies at your district, BOCS or schools.

6. When an active migrant child has a status change during the regular school year, please call your terminal operator so the status can be changed from an interstate (status 1) or intrastate (status 2) to a status 3, which is a five-year migrant or formerly migratory status.

7. When the educational or medical migrant record (white shadow) has been completely filled, use a blank record for additional information.

8. When a five-year status migrant student moves from one school district to another or out-of-state, you must withdraw and submit all information (educational, medical) to your terminal operator to be transmitted to the Computer Center.

9. Each year the Colorado Department of Education Migrant Education Program and the schools will receive a list of five-year migrant students enrolled at the school from the Computer Center in Little Rock, Arkansas. School personnel should draw a line through each invalid entry. Children that are no longer eligible as five-year migrant students or have moved from the district should be deleted from the list. Send the list to your terminal operator so it can be updated at the Computer Center. Please note on list when the student's five-year eligibility is to be terminated.

10. When enrolling migrant children for summer programs, the school districts must follow the same procedures as in the past. The automatic enrollment/withdrawal does not affect the summer program. You must still send in an Authorization/Enrollment Form, CDE 145, for all new children attending summer school (active migrant and five-year status migrant students) or re-enrollment forms with a copy of the CDE 145 attached to your terminal operator. You must still withdraw all children at the end of summer school or when the students leave the summer school. A copy of the student educational and medical record must be sent in for withdrawal with updated information coded on the record.

11. Summer withdrawal records with updated educational and medical information on five-year status students who will be enrolled into regular school by the automatic enrollment process should have the summer record sent to the student's regular school of attendance and all summer information placed on the student's regular-year records to develop continuity.

12. If a five-year status student changes schools within the district--i.e., from elementary to junior high--just change the school address in red ink on the records and pass the records to the new school.

5/8/80

PROCEDURES FOR MSRTS TRANSMITTAL SYSTEM

ITEM 1 - Phone Procedures

A. Five (5) students or less for:

1. Enrollment
2. Withdrawal
3. Educational data
4. Health data
5. Skills data (Reading, Math, etc.)

NOTE: The phone will be used by projects to call the terminal, or used by the terminal to call the projects for 0 to 5 students, for transmitting data for the Migrant Student Records Transfer System. These phone procedures to be used by all programs.

ITEM 2 - Courier Procedures

A. Six (6) students or more for:

1. Enrollment
2. Withdrawal
3. Educational data
4. Health data
5. Skills data (Reading, Math, etc.)

B. The following programs should plan to have a recruiter, records clerk, or someone in the project to deliver by personal car or United Parcel Service any data to the terminal that must be transmitted for six or more students. The terminal will use the same procedures to deliver data to the projects.

1. Fort Collins
2. Longmont
3. Brighton
4. Greeley
5. Boulder
6. Weld BOCS

C. The following projects should use the same procedures as in "A" but should only consider United Parcel Service, Greyhound or Continental Trailways Bus system.

1. San Luis Valley BOCS
2. Gunnison Valley BOCS
3. Grand Junction
4. South Central BOCS
5. Arkansas Valley BOCS
6. Southeastern BOCS
7. Granada
8. Holly
9. East Central BOCS
10. Northeast Colorado BOCS
11. Sterling
12. South Platte Valley BOCS

ITEM 3 - Urgent or Chronic Conditions

A. This will be conducted by phone only.

ITEM 4 - Other

A. Any other business can be conducted by phone or mail--projects to terminal, terminal to projects.

ITEM 5 - Enrollment/Withdrawal/Educational/Health Data Called in by Phone

A. The project must:

1. Send copy of MSRTS records, Authorization Enrollment/Re-enrollment forms by mail for documentation at terminal.

NOTE: Copy of Skills Check List for Reading-Math do not have to be mailed to terminal if called by phone.

ITEM 6 -

If projects use the courier system, then copies of data sent to terminal should be kept at the project office or school. Terminal will keep copies of any data sent to the projects by courier system.

ITEM 7 - Inquiry

If you have trouble getting parent signature or information on a child that might be a migrant child, you can call the terminal to inquire at the computer center for any information available. If the child is a migrant, you can request a record and then process the enrollment when the parent signature is obtained.

RECRUITER/FAMILY CONTACT _____

DATE _____

MIGRANT CHILD IDENTIFICATION AND RECRUITMENT

ACTION FORM

Name of Family _____

No. in Family _____ No. of School Age _____

Children are Inter _____ Intra _____

Destination _____

_____

Name of Migrant Recruiter/Family Contact in Region of Destination _____

_____ (Please refer family to Family Contact representative if one is employed in the school district the family has moved to.)

Place of Departure _____ Date of Departure _____

Name of Referring Recruiter/Family Contact _____

Need Help With:

Food _____	Housing _____
Clothing _____	Legal _____
Medical _____	Other _____
_____	_____
_____	_____

Contact Family at This Address _____

_____

Telephone _____

Assigned or Potential Employer _____

Address _____

MIGRANT CHILD IDENTIFICATION AND RECRUITMENT

DATE_____

Dear Parent,

The Migrant Child Identification and Recruitment funded by the Migrant Education Program, Colorado Department of Education, is conducting a survey to determine the number of youngsters in each school system whose parents are presently doing farm work or who have done farm work at any time during the past five years.

If the above does apply to you, please complete the questions below.

If it does not apply to you, just fill in the space marked "Child's Name."

In either case please be sure to have your child return the form to his teacher as soon as possible.

Thank you for your cooperation in this very important matter.

PARENT'S NAME_____

CHILD'S NAME_____

CHILD's PLACE OF BIRTH_____

HOME ADDRESS_____
COUNTY_____ AGE_____

HOW LONG HAVE YOU LIVED AT THIS ADDRESS?_____
PREVIOUS ADDRESS_____
COUNTY STATE

OTHER CHILDREN IN YOUR FAMILY: NAMES AGES

_____ _____
_____ _____
_____ _____

NAME OF SCHOOL WHICH YOUR CHILD IS ATTENDING_____
SCHOOL ADDRESS_____ COUNTY_____
FATHER'S PRESENT OCCUPATION_____ PREVIOUS_____
MOTHER'S PRESENT OCCUPATION_____ PREVIOUS_____
NAME OF FARM YOU ARE PRESENTLY WORKING ON_____
ADDRESS OF FARM_____
STREET CITY COUNTY STATE
NAME OF FARM YOU PLAN TO WORK ON DURING THE MONTHS OF JUNE,JULY AND AUGUST___
_____
ADDRESS_____

MIGRANT CHILD IDENTIFICATION AND RECRUITMENT

FECHA_____

ESTIMADO PADRES;

EL PROYECTO DE IDENTIFICACIÓN Y RECLUTAMIENTO DE NIÑOS MIGRATORIOS, FOMENTADO POR EL PROGRAMA MIGRATORIO DE EDUCACIÓN DEL DEPARTAMENTO DEL ESTADO DE COLORADO, ESTÁ LLEVANDO A CABO UN RECONOCIMIENTO PARA DETERMINAR EL NÚMERO DE NIÑOS EN LAS ESCUELAS PÚBLICAS DEL ESTADO DE COLORADO CUYOS PADRES ESTAN TRABAJANDO ACTUALMENTE EN RANCHOS, O HAN TRABAJADO DURANTE LOS ÚLTIMOS CINCO AÑOS COMO AGRICULTORES.

SI ESTA INFORMACIÓN SE APLICA A USTED FAVOR DE LLENAR EL CUESTIONARIO SIGUIENTE.

SI ESTA INFORMACIÓN NO SE APLICA A USTED SOLAMENTE LLENE EL ESPACIO EN BLANCO QUE DICE "NOMBRE DEL NIÑO."

MUCHÍSIMAS GRACIAS POR SU COOPERACIÓN.

NOMBRE DEL PADRE_____

NOMBRE DEL NIÑO_____EDAD_____

LUGAR DE NACIMIENTO DEL NIÑO_____

DIRECCIÓN_____CONDADO:_____

¿CUANTOS AÑOS LLEVA USTED VIVIENDO EN ESTA DIRECCIÓN?_____
DIRECCIÓN ANTERIOR_____CONDADO:_____

OTROS NIÑOS EN LA FAMILIA	NOMBRES	EDADES
	_____	_____
	_____	_____
	_____	_____

NOMBRE DE LA ESCUELA DONDE ASISTE SU HIJO_____
¿ CUANTO TIEMPO HA ASISTIDO SU HIJO A ESTA ESCUELA?_____
DIRECCIÓN_____

OCUPACIÓN DEL PADRE_____

OCUPACIÓN ANTERIOR_____

OCUPACIÓN DE LA MADRE_____

OCUPACIÓN ANTERIOR_____

NOMBRE DEL RANCHO DONDE UD. TRABAJA ACTUALMENTE_____
DIRECCIÓN_____

NOMBRE SI USTED PLEANEA TRABAJAR DURANTE LOS PRÓXIMOS MESES DE JUNIO, JULIO,

Y AGOSTO_____DIRECCIÓN:_____

INACTIVE _____

STUDENT CARD

FIELD REP._____
DATE _____

NAME_____ SEX _____

BIRTHDATE_____ BIRTHPLACE_____

PRESENT ADDRESS_____ FARM_____

COUNTY_____ PHONE_____

HOW LONG HAS STUDENT LIVED AT PRESENT ADDRESS_____

PREVIOUS ADDRESS_____ (2)_____

PRESENT SCHOOL_____ DATE ENROLLED ON DATA BANK_____

FATHER'S NAME (OR GUARDIAN)_____ OCCUPATION_____

MOTHER'S NAME (OR GUARDIAN)_____ OCCUPATION_____

NUMBER OF CHILDREN IN FAMILY_____ AGES_____

MEDICARE NUMBER_____ SOCIAL SECURITY NUMBER_____

COMMENTS: _____

(ON BACK-LIST NAMES, SEX AND AGES OF OTHER CHILDREN IN THE FAMILY.)

OTHER CHILDREN IN THE FAMILY

NAME:	SEX:	AGE:

RE-ENROLLMENT DATES_____

FARM INFORMATION CARD

FIELD REPRESENTATIVE:_____

DATE:_____

FARMER:_____ COUNTY:_____ TOWN:_____

ADDRESS:_____ PHONE:_____

TYPE OF MIGRANT WORKERS ON FARM:

FAMILIES_____ SINGLE MALES_____ SPANISH SPEAKING_____

WHERE ARE FAMILIES LIVING?_____

_____

DIRECTION TO FARM FROM NEAREST HIGHWAY:_____

_____

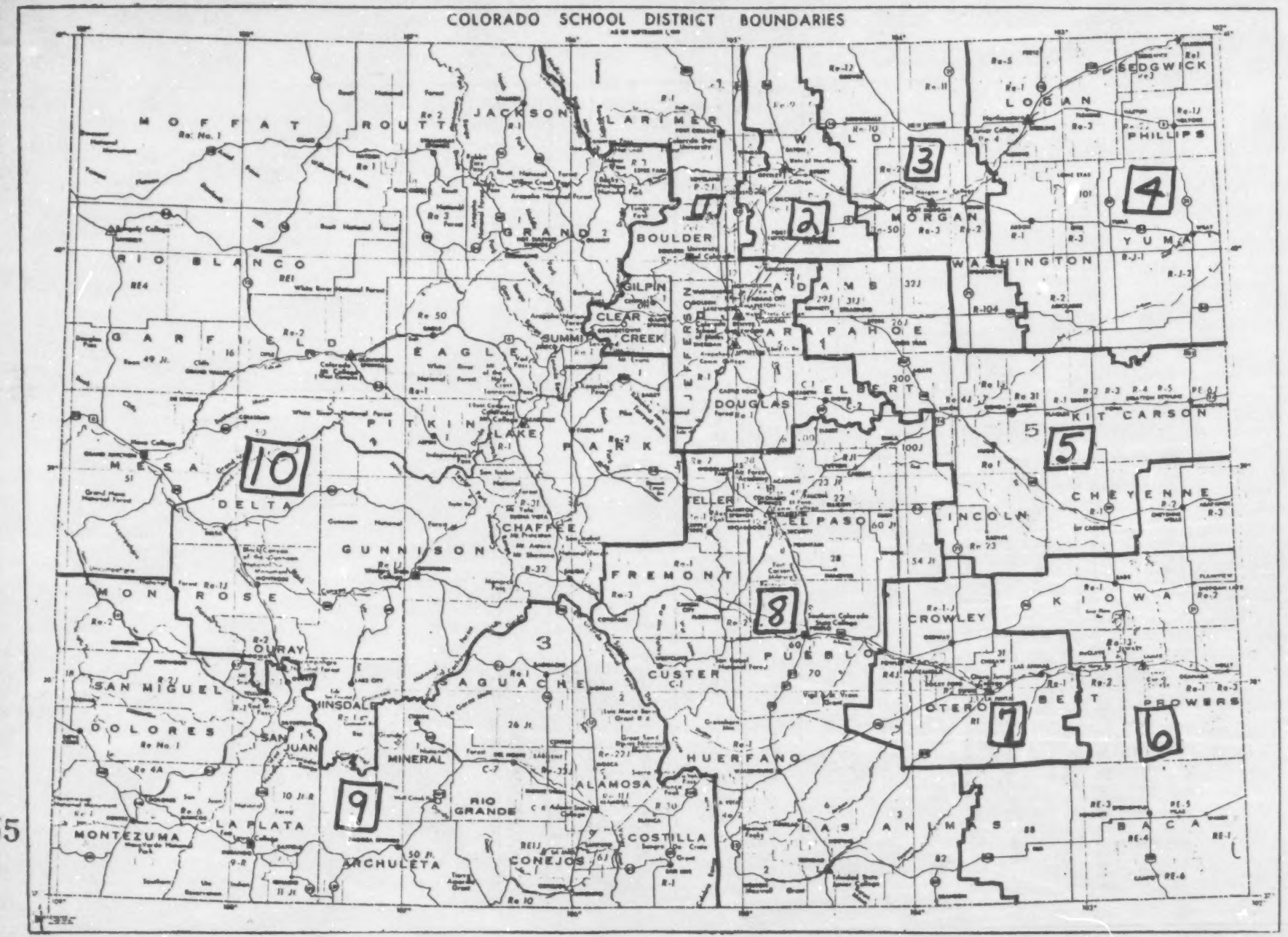
_____

LOCATION OF FAMILIES IF NOT LIVING AT FARM:_____

_____

_____

* RECORD VISITS ON REVERSE SIDE OF CARD



1. NORTHERN COLO. BOCS
2. WELD BOCS
3. S. PLATTE VALLEY BOCS
4. NORTHEAST BOCS
5. E. CENTRAL BOCS
6. SOUTHEASTERN BOCS
7. ARKANSAS VALLEY BOCS
8. S. CENTRAL BOCS
9. SAN LUIS VALLEY BOCS
10. GUNNISON VALLEY BOCS

RECORD CLERKS

SECTION

MIGRANT STUDENT RECORD TRANSFER SYSTEM
JOB DESCRIPTION

Record Clerk

Definition of Position

The Record Clerk of the Migrant Student Record Transfer System, in cooperation with the Migrant Education Program, Colorado Department of Education, and the local migrant program, shall record and file information for the smooth functioning of the Migrant Student Record Transfer System.

Qualifications Required

1. Ability to work in harmony with all personnel within the Migrant Education Education Program and Migrant Record Transfer System.
2. Capability to file accurately.
3. Ability to assist the terminal operators in an efficient manner with student data.
4. Capability to type if necessary, but not a requirement.

Assigned Duties

1. File properly all records used in the migrant program operation.
2. Date and alphabetize under the appropriate school all incoming student records and information.
3. Keep a file for all Authorization/Enrollment Forms (CDE 145).
4. Keep a file for all MSRTS records.
5. File Educational and Medical Records separately.
6. Keep a check list for every school in each district he/she is assigned to.
7. Keep a file for all Reading, Math, Oral Language, Early Childhood Skills that have been reported to the Terminal or the Terminal has reported to the schools.
8. Verify all student data received from the Computer Center, Little Rock, Arkansas; Terminal Center, Longmont, Colorado; and all local staff submitting student information to the Record Clerk.
9. Be responsible for entry of all educational data and assist school nurse with health data to be coded on the Medical Record. Entry of educational and health data from the student's Cumulative School Record to the MSRTS and from the MSRTS to the Cumulative Record.
10. Communicate with the school principal, teachers and other school staff about the student data to be recorded and filed.

FILING SYSTEM

District/BOCS -

1. Will be keeping a file for all CDE 145's Authorization/Enrollment forms.

2. Will keep a file for all MSRTS Records. Please keep Transfer and Medical Records separately.

3. Recruiter/Family Contact will keep a check list for every school in each district he/she is assigned to.

4. Will keep a file for all Reading, Math, Early Childhood, and Oral Language Skills that have been reported to the Terminal or the Terminal has reported to the schools.

SCHOOL USER'S CHECK LIST

1. Where are the records mailed?
2. Who opens the mail?
3. How many copies stay in the main office?
4. Who is sending copies of the record to the nurse, teacher, etc.?
5. Where are these records filed and stored?
6. Are these records made a part of the cumulative records?
7. Whose job is it to see that this system works in this building?
8. Who is responsible for communicating with the terminal operator? (One or two persons, clerk and nurse?)
9. Who does the terminal operator communicate with? Is this the person who combines the transfer record information and sends it to the terminal operator or is information sent in by different persons?
10. Are deadlines adhered to? If not, how involved is the local administrator? (This is in regard to getting information in to terminal operators to place in the Data Base.)
11. What system is used in your school for (1) obtaining information from teachers, (2) obtaining information from nurses, (3) compiling and recording information to submit to terminal operator, and (4) checking transfer records returned from Little Rock to determine if all information that was sent in by you is in the record?
12. How are updates handled?
13. How long are records or information kept by you before sending it to the terminal operator? Are there time schedules set up? Does administrator aid in seeing that information is in on time to you and terminal operator?

GREAT PROBLEM AREAS

1. Students name on enrollments.
2. What happens after you receive transfer record?
3. No filing system in schools.
4. Updates.
5. Withdrawals.
6. Under what circumstances do you allow your school to terminate a student? How do you know?

RECRUITER/RECORD CLERKS
CHECK LIST

School District _____

Name of School _____

NAME	ADDRESS	Age	Grade	Enrollment Sent To Terminal	Record Received From Computer at Little Rock	Withdrawal Sent To Terminal	Withdrawal Record Received From Little Rock	Migrant Status (1) (2) (3)	Enrolled in School	Not Enrolled in School	Preschool Enrollment	

REPORTING SKILLS SYSTEM

I. Procedures - (Clerks, teachers, terminal operators)

A. Receiving Information -

When you receive information from the terminal operators by phone or mail (courier), a half-sheet with Skills in Math and Reading will be marked for your use. Please code them on your check lists in black ink or black pencil.

1. Math Skills Check List - K-3, 4-6, 7-9
2. Reading Skills Check List - K-12 (English and Spanish)

B. Math -

Record date the Skills in Math were mastered by putting the date in front of the skills reported to you by the terminal operator on the Skills Reporting Form.

Skills received that are under study should be put on the check list with a check mark after the skills under study reported to you by the terminal operator on the Skills Reporting Form.

More than one check list could be used for Math if a student is working on different levels at the time of reporting skills to the terminal and the terminal reporting to the schools.

C. Reading -

Record the Skills in Reading by putting a circle around the skills under study and the level of instruction when receiving skills from the terminal operator on the Skills Reporting Form.

More than one level of instruction could be reported on a student at the time of receiving information from the terminal to the school or reporting from the school to the terminal. Please report different levels of instruction in Reading by using the following codes next to the skills being recorded on your check list or being reported to the terminal by phone or mail (courier):

K - Kindergarten	I - Intermediate
P - Primary	S - Secondary

II. Procedures - (Clerks, teachers, terminal operators)

A. Sending Information -

When you send information to the terminal operator by phone or mail (courier), the Skills Reporting Form should be used. Please code them on your check lists for your records and then send the Skills Reporting Form to the terminal operator. Please code all reported information with red ink or red pencil.

B. Math -

Record date in red when skills were mastered on Skills Check List for your records, and on Skills Reporting Form to be reported to the terminal operator.

Skills that are under study at withdrawal should be put on the check list for your records and on the Skills Reporting Form to be sent to the terminal operator, with a red check mark after the skills under study.

More than one check list could be used for Math if a student is working on different levels of instruction at the time of reporting skills to the terminal. Please record this information on the check list for your records and on the Skills Reporting Form to be sent to the terminal operator.

C. Reading -

Record the skills in Reading by putting a red X in front of the skills under study at the time of withdrawal, and an X below the level of instruction on your check list. Record in red the skills under study at withdrawal on the Skills Reporting Form and send to terminal operator.

More than one level of instruction could be reported on a student at the time of sending skills to the terminal for withdrawal from the schools. Please report different levels of instruction in Reading by using the following codes on the Skills Reporting Form when reporting skills under study to the terminal operator:

K - Kindergarten	I - Intermediate
P - Primary	S - Secondary

Code on your check lists for your records and on the Skills Reporting Form. Place the code next to the skill reported to the terminal operator by phone or mail (courier).

Information called to the terminal operator on five students or less regarding Reading and Math skills does not have to be mailed to the Terminal. The terminal operators will have recorded the skills on their own forms.

III. Procedures for Oral Language Skill -

A. Receiving information will be recorded with the same procedures as the Reading Skills. Note: You will not have an instructional level or mastery to be recorded.

B. When sending Skills, use the same procedures as the Reading Skills—you will not report an instructional level.

C. When reporting Skills, please specify English or Spanish.

IV. Procedures for Early Childhood Skills -

A. Receiving information will be recorded with the same procedures as the Reading Skills. Note: You will not have an instructional level or mastery to be recorded, only Skills Under Study at Withdrawal.

B. When sending Skills, use the same procedures as the Reading Skills. You will not report an instructional level or mastery, only Skills Under Study at Withdrawal.

C. Skills are reported in English or Spanish or both at the Skill level.

Information called to the terminal operator on five students or less regarding Oral Language or Early Childhood Skills does not have to be mailed to the Terminal. The terminal operators will have recorded the skills on their own forms.

SKILLS REPORTING FORM

NAME _____ SCHOOL _____

STUDENT NO. AND MNE _____

MATH (3 + 3)

SKILLS UNDER STUDY - SKILLS MASTERED -

_____ _____

_____ _____

_____ _____

READING SKILLS
English and Spanish

READING LEVEL OF INSTRUCTION _____

READING SKILLS UNDER STUDY AT WITHDRAWAL - (Note: More than three skills under study can be reported for Reading.)

_____ _____

_____ _____

_____ _____

ORAL LANGUAGE SKILLS

ORAL LANGUAGE SKILLS UNDER STUDY AT WITHDRAWAL - (Note: No level of instruction or mastery recorded.)

English	Spanish
_____	_____
_____	_____
_____	_____

EARLY CHILDHOOD

English			Spanish		
Psychomotor	Cognitive	Affective	Psicomotora	Conocimiento	Affectiva
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

(Note: No level of instruction or mastery recorded.)

Name_____ grade_____ Date_____

Student #_____ MNE_____

School_____ Teacher_____

AREAS: 02–DECODING 12–COMPREHENSION 22–STUDY SKILLS

TOPICS:

10–Readiness	20–Consonants	30–Vowels	40–Structural Analysis	10–Literal	20–Inferential	30–Vocabulary	10–Reading in content area
SUBTOPICS							
020 Visual memory	140 Initial	240 Short	320 Hearing syllables	460 Main idea	580 Main idea	760 Sight words	860 Appropriate reading speeds
040 Visual discrimination	160 Final	260 Long	340 Using syllables	480 Related details	600 Related details	780 Multiple meanings	880 Following directions
060 Auditory discrimination	180 Digraphs	280 R-L controlled	360 Root words	500 Classification	620 Cause/effect	800 Time/ identity signal words	900 Chart, graph, map reading
080 Sensori-motor	200 Blends	300 Irregular	380 Compound words	520 Sequence	640 Generalization	820 Word meanings	920 Locational skills
100 Alphabet	220 Endings		400 Contractions	540 Conclusion	660 Figurative language	840 context	940 Organizing
120 Context			420 Prefixes	560 Following directions	680 Summarizing		
			440 Suffixes		700 Punctuation		
					720 Critical (creative) reading		
					740 Predicting outcomes		

DIRECTIONS – Information to be sent at time of withdrawal - place an X in front of subtopic numbers.
Information received - circle the subtopic numbers.

*Level of Instruction K(K-1) P(1-3) I(4-6) S(7-12)

FORMA PARA REPORTAR LAS DESTREZAS DE LECTURA EN ESPAÑOL EN COLORADO

Nombre_____ Grado_____
Número del estudiante_____ MNE_____
Escuela_____ Maestro(a)_____

BOSQUEJO DE LECTURA DE MSRTS

AREAS:

01—DESCIFRAR **11—COMPRENSION** **21—DESTREZAS DE ESTUDIO**

TOPICOS:

11—Preparación	21—Vocales	31—Consonantes	41—Análisis Estructural	11—Literal	21—Inferencia	31—Vocabulario	11—Lectura en las Areas de Contenido
SUBTOPICOS:							
015 Memoria visual	121 Simples	195 Invariables	285 Escuchar palabras enteras	391 Ideas centrales	481 Idea central	615 Uso del diccionario	691 Rápidez apropiada en lectura
031 Discriminación visual	135 Diptongos	211 Grupos consonánticos	301 Discriminación auditiva de las sílabas	405 Detalles	495 Detalles	631 Significados múltiples	705 Seguir instrucciones
045 Discriminación auditiva	151 Triptongos	225 Diágrafos	315 Usando sílabas	421 Clasificación	511 Causa/Efecto	645 Nociones de tiempo y palabras interrogativas	721 Lectura de carteles, Gráficas y mapas
061 Coordinación motora	165 Diéresis	241 Grafías	331 Palabras raíces	435 Secuencia	525 Generalizaciones	661 Significado de las palabras	735 Destezas de localización
075 Alfabeto	181 Hiato	255 Variables	345 Palabras compuestas	451 Llegar a conclusiones	541 Lenguaje Figurado	675 Contexto	751 Organizando
091 Contexto		271 Consonante Muda	361 Prefijos	465 Seguir instrucciones	555 Síntesis		
105 Espacio/ Tiempo			375 Sufijos		571 Puntuación		
					585 Lectura crítica (creativa)		
					601 Predecir resultados		

INSTRUCCIONES--La información que se envía cuando se retira el estudiante - ponga una "x" enfrente de los números subtópicos.

La información recibida - circule los números subtópicos.

*Level of Instruction k(k-1) P(1-3) I(4-6) S(7-12)

Name _____ grade _____

Student # _____ MNE _____

Date _____ School _____ Teache

COLORADO SUPPLEMENTAL INITIAL ASSESSMENT REPORTING FORM FOR MATH SKILLS K-3

READINESS * Displays 1-5

___Recognition of properties

___001 Color as a property
00101 A___B___

___004 Shape as a property
00401 A___B___

___007 Dimension as a property
00701 A___B___

Divisions Within Properties *

___010 Primary colors
01001 A___B___

___013 2-D shapes
01301 A___B___

___016 3-D shapes
01601 A___B___

___019 Line segments forming shapes
01901 A___B___

___Comparisons Within Properties

___028 Simple spacial relations
02801 A___B___

___031 Simple temporal relations
03101 A___B___

___034 Size relations
03401 A___B___

___037 Weight relations
03701 A___B___

___040 Length relations
04001 A___B___

___043 Volume relations
04301 A___B___

___046 Simple ordinal relations
04601 A___B___

___Partitioning (Grouping)

___049 By color
04901 A___B___

___052 By 2- D shape
05201 A___B___

___055 By 3-D shape
05501 A___B___

___Ordering

___058 By size (area)
05801 A___B___

___061 By weight
06101 A___B___

___064 By length
06401 A___B___

___067 By volume
06701 A___B___

*Missing subtopics - 022 Angle magnitude
025 Real world shapes

___NUMBER MEANING -- Display 6

___Basic

___070 Numerals and assocaited words
___07001 A___B___
___07002 A___B___

___073 Signs and names
___07301
___07302 A___B___

___076 Ordination
07601 A___B___

___079 Counting
07901 A___B___C___

WHOLE NUMBERS - Displays 7-12

___Basic Characteristics

___082 Place value
___08201
___08202 A___B___
___08203 A___B___
___08204 A___B___
___08205 A___B___

___085 Expanded notation
___08501 A___B___C___
___08502 A___B___C___
___08503 A___B___C___

___088 Number Line
___08801
___08802
___08803
___08804 A___B___
___08805

___091 Even/odd numbers
09101 A___B___

___094 Composite/prime numbers
09401 A___B___

Addition *

___097 Terms
09701 A___B___C___

___100 Associative, commutati
relations
___10001
___10002

___103 Estimation of column s
___10301
___10302

___106 Expanded notation
___10601 A___B___
___10602 A___B___

___109 Using word names
10901 A___B___

___115 On number line
11501 A___B___

___118 Basic addition facts
___11801
___11802

___121 Two addends, no regro
___12101
___12102
___12103
___12104

___124 Two addends, regroup.
___12401
___12402
___12403
___12404 ___12405

___127 Multiple addends, reg
___12701
___12702
___12703

*Missing subtopic-112 Vertical form

72 73

Subtraction

___130 Terms and signs
13001 A___B___

___133 Vertical form
13301 A___B___

___137 As inverse operation
13701

___141 Expanded notation, no r
14101 A___B___

___144 Expanded notation, regr
14401 A___B___

___147 Number line subtraction
14701 A___B___

___150 Using word names
15001 A___B___

___153 Computation, no regroup.
___15301
___15302
___15303
___15304
___15305
___15306

Multiplication

___159 Terms and signs
15901 A___B___C___

___171 Repeated addition sent.
17101 A___B___

Division

___201 As multiples of 10
20101

___204 Single digit divisor and dividend, no rem.
20401

Application

___216 Addition word problems
21601 A___B___C___

___219 Subtraction word prob.
21901 A___B___C___

___222 Mult. word problems
22201 A___B___C___

225 Division word problems
22501 A___

FRACTIONS - Display 13

Basic Characteristics

___243 Terms
24301 A___B___

___246 Congruency of shapes
24601

___249 Physical representations
___24901
___24902
___24903
___24904
___24905
___24906

MEASUREMENT - Display 14 - 17

Linear

___45[illegible] Conversions, metric units
45601

___459 Measurement, metric units
___45901 A___B___
___45902

462 Measuring perimeter
___46201

___Time

___516 Names of days and months
___51601
___51602

___519 Clock time units
51901 A___B___

___522 Telling time
___52201 A___B___
___52202 A___B___
___55203

___Temperature

___525 Reading F. scale
52501 A___B___

___528 Reading C. scale
___52801 A___B___
___52802 A___B___

Money

___537 Names/values of U S coins
___53701 A___B___
___53702 A___B___

___540 Value of U S bills
54001 A___B___

___543 Ordering U S coins
___54301
___54302

SETS - Displays 18 - 19

___Single sets

___615 Concept of a set
61501

___618 Elements
61801 A___B___C___

___621 Set notation
62101 A___B___

___624 Set cardinalty
___62401 A___B___
___62402

___627 Empty set
62701 A___B___

Set Relations

___642 One to one
64201 A___B___

___643 Many to one
64501 A___B___

___648 One-many
64801 A___B___

___651 Many-many
65101 A___B___

DIRECTIONS - Skills Mastered -
Put the date of mastery on the line in front* of any item that applies.

Skills under study at time of withdrawal should be checked.

*If there is no line in front of an item it is not included in its entirity at that level in K-3.

NAME:_____grade_____
Student #_____MNE_____
Date_____School_____Teacher_____

___NUMBER MEANING - Display 26
___Basic
___070 Numerals and word names
___07001 A___B___
___07002 A___B___
___073 Signs and word names
___07301
___07302 A___B___
___076 Ordination
07601 A___B___
___079 Counting
07901 A___B___C___

WHOLE NUMBERS * Displays 26 - 32
___Basic Characteristics
___082 Place value
___08201
___08202 A___B___
___08203 A___B___
___08204 A___B___
___08205 A___B___
___085 Expanded notation
___08501 A___B___C___
___08502 A___B___C___
___08503 A___B___C___

___088 Number line
___08801
___08802
___08803
___08804 A___B___
___08805
___091 Even/odd numbers
09101 A___B___
___094 Composite/prime numbers
09401 A___B___

COLORADO SUPPLEMENTAL INITIAL ASSESSMENT REPORTING FORM FOR MATH SKILLS 4 - 6

Addition *
___097 Terms and signs
09701 A___B___C___
___100 Associative/Commutative rel.
___10001
___10002
___103 Estimation of column addition
___10301
___10302
___106 Expanded notation form
___10601 A___B___
___10602 A___B___
___109 Using word names
10901 A___B___
___115 On a number line
11501 A___B___
___118 Basic facts
___11801
___11802
___121 Two addends, no regrouping
___12101
___12102
___12103
___12104
___124 Two addends, regrouping
___12401
___12402
___12403
___12404
___12405
___127 Multiple addends, regrouping
___12701
___12702
___12703

Subtraction *
___130 Terms and signs
13001 A___B___
___137 As inverse addition
13701
___141 Expanded notation, no regr.
14101 A___B___
___144 Expanded notation, regrouping
14401 A___B___
___147 Number line subtraction
14701 A___B___
___150 Using word names
15001 A___B___
___153 Computation, no regroup
___15301
___15302
___15303
___15304
___15305
___15306
___156 Computation, regrouping
___15601 ___15605
___15602 ___15606
___15603 ___15607
___15604 ___15608

Multiplication *
___159 Terms and signs
15901 A___B___
___165Physical models
16501 A___B___
___168 Incomplete Mult. senten
16801 A___B___
___171 Repeated addition
17101 A___B___
___174 On a number line
17401 A___B___
___177 Dist. Assoc. Comm. rela
___17701
___17702
___17703
___180 Basic facts
18001
___183 Involving no regroupin
___18301 ___18307
___18302 ___18308
___18303 ___18309
___18304 ___18310
___18305 ___18311
___18306

*Missing subtopics Vertical forms
{112 Addition
133 Subtraction
162 Multiplicati

___186 Involving regrouping
___18601 ___18605
___18602 ___18606
___18603 ___18607
___18604

__Division
___189 Terms and signs
18901 A___B___C___
___192 As repeated subtraction
19201
___194 As equivalent mult. sent.
19401 A___B___
___196 On a number line
19601 A___B___
___198 As Incomplete Div. sent.
19801
___201 As multiples of 10
20101
___204 Single digit divisor and dividend, rem.=0
20401
___207 Single digit divisor and dividend, rem>0
20701
___210 Multiple digit divisor and dividend, rem. = 0
___21001
___21002
___21003
___21004
___21005
___213 Multiple digit divisor and dividend, rem.> 0
___21301
___21302
___21303
___21304
___21305

__Applications
___216 Addition word problems
21601 A___B___C___
___219 Subtraction word prob.
21901 A___B___C___

___222 Multiplication word prob.
22201 A___B___C___
___225 Division word problems
22501A___B___C___
___228 Addition using devices
22801
___231 Addition as patterns
___23101 A___B___
___23102
___23103
___234 Mixed operations word prob.
23401 A___B___C___
___237 Unfinished numbers
___23701
___23702
___23703
___23704
___23705

FRACTIONS - Displays 33 - 37
___Basic characteristics
___243 Terms
24301 A___B___
___246 Conguency of shapes
24601
___249 Physical representations
___24901
___24902
___24903
___24904
___24905
___24906
___252 Ident. of mixed vs. improper
25201
___255 Physical repres. of mixed no.
25501
___258 Ordering fractions
___25801
___25802
___25803

___Equivalent Fractions
___261 Prime factoring
26101 A___B___
___264 Simplifying fractions
___26401 A___B___
___26402 A___B___
___26403 A___B___

___ LCM abd GCF
___267 Least common multiple
26701 A___B___
___270 Greatest common factor
___27001
___27002
___27003
___27004

___Addition
___273 Number line represent.
___27301
___27302
___276 Like denominators
___27601 ___27605
___27602 ___27606
___27603 ___27607
___27604
___279 Unlike denominators
LCD is one of denom.
___27901 ___27905
___27902 ___27906
___27903 ___27907
___27904 ___27908
___282 Unlike denominators
___28201 ___28205
___28202 ___28206
___28203 ___28207
___28204 ___28208

___Subtraction
___285 Number line representat
___25801
___25802
___288 Like denominators
___28801 ___28804
___28802 ___28805
___28803 ___28806

___291 Unlike denominators
LCD is one denominator
___29101 ___29105
___29102 ___29106
___29103 ___29107
___29104 ___29108
___294 Unlike denominators
LCD is neither denominator
___29401 ___29405
___29402 ___29406
___29403 ___29407
___29404 ___29408

MEASUREMENT
___Linear
___447 Error of measurement
___44701
___44702
___450 Conversions, English units
45001 A___B___
___453 Measurement, English units
45301 A___B___
___456 Conversions Metric units
45601
___459 Measurement, metric units
___45901 A___B___
___45902
___462 Measuring perimeter
___46201
___46202
___465 Scaling, maps and drawings
___46501
___46502
___46503
___46504
___468 Computing perimeter
___46801
___46802
___471 Word problems , English
47101 A___B___
___474 Word problems, metric
___47401 A___B___
___47402

80

___Time
___516 Names of days and months
___51601
___51602
___519 Clock time units
51901 A___B___
___522 Telling time
___52201 A___B___
___52202 A___B___
___52203

___Temperature
___525 Reading F. scale
52501 A___B___
___528 Reading C. scale
___52801 A___B___
___52802 A___B___

___Money
___537 Names/values of U S coins
___53701 A___B___
___53702 A___B___
___540 Value of U S bills
54001 A___B___
___543 Ordering U S coins
___54301
___54302
___546Converting equivalents
___54601
___54602
___54603
___549 Value of collections
54901 A___B___
___552 Addition problems
55201 A___B___
___555 Wubtraction problems
55501 A___B____

___PROBABILITY AND STATISTICS
___Basic graphs
___603 Tallying
60301 A___B____

___606 Bargraphs
606061 A___B___
___609 Data tables
60901
___612 Line graphs
61201

SETS
___Single sets
___615 Set concept
61501
___618 Elements
61801 A___B___C___
___621 Set notation
62101 A___B___
___624 Set cardinality
___62401 A___B___
___62402
___627 Empty set
62701 A___B___

Directions-

Skills mastered - Put the date of mastery on the line in front* of any item which applies.

Skills under study at the time of withdrawal should be checked.

*If there is no line in front of an item it is not included in its entirity at that level in 4-6.

81

Name _____ grade _____

Student # _____ MNB _____

Date _____ School _____ Teacher

WHOLE NUMBERS* Displays 50-55

___Basic Characteristics

___082 Place value

___08201

___08202 A___B___

___08203 A___B___

___08204 A___B___

___08205 A___B___

___085 Expanded notation

___08501 A___B___C___

___08502 A___B___C___

___08503 A___B___C___

___088 Number line

___08301

___08802

___08803

___08804 A___B___

___08805

___091 Even/odd numbers

09101 A___B___

___094 Composite/prime numbers

09401 A___B___

Addition *

___097 Terms and signs

09701 A___B___C___

___100 Assoc., Commut. relations

___10001

___10002

___103 Estimation of column add.

___10301

___10302

___106 Expanded notation form

___10601 A___B___

___10602 A___B___

___109 Using word names

10901 A___B___

___115 On a number line

11501 A___B___

___118 Basic facts

___11801

___11802

___121 Two addends, no regrouping

___12101

___12102

___12103

___12104

___124 Two addends, regrouping

___12401

___12402

___12403

___12404

___12405

___127 Multiple addends, regroup.

___12701

___12702

___12703

Subtraction *

___130 Terms and signs

13001 A___B___

___137 As inverse addition

13701

___141 Expanded notation, no regr.

14101 A___B___

___144 Expanded notation, regroup.

14401 A___B___

___147 Number line subtraction

14701 A___B___

___150 Using word names

15001 A___B___

___153 Computation, no regrouping

___15301

___15302

___15303

___15304

___15305

___15306

___156 Computation, regrouping

___15601 ___15605

___15602 ___15606

___15603 ___15607

___15604 ___15608

*Missing Subtopics Vertical forms – 112 Addition, 133 Subtraction, 162 Multiplication

Multiplication *

___159 Terms and signs

15901 A___B___C___

___165 Physical models

16501 A___B___

___168 Incomp. mult. sentences

16801 A___B___

___171 Repeated addition

17101 A___B___

___174 On number line

17401 A___B___

___177 Dist, Assoc, Comm, rela

___17701

___17702

___17703

___180 Basic facts

18001

___183 Involving no regrouping

___18301 ___18307

___18302 ___18308

___18303 ___18309

___18304 ___18310

___18305 ___18311

___18306

___186 Involving regrouping

___18601 ___18605

___18602 ___18606

___18603 ___18607

___18604

Division

___189 Terms and signs

18901 A___B___C___

___192 As repeated subtraction

19201

___194 As equiv. mult. sentenc

19401 A___B___

___196 On number line

19601 A___B___

___198 As Incomp. division sen

19801

___201 As multiples of 10

20101

___204 Single digit divisor and dividend, rem. = 0
20401
___207 Single digit divisor and dividend, rem.> 0
20701
___210 Multiple digit divisor or dividend, rem. = 0
___21001
___21002
___21003
___21004
___21005
___213 Multiple digit divisor or dividend, rem.> 0
___21501
___21502
___21503
___21504
___21505

___Applications
___216 Addition word problems
21601 A___B___C___
___219 Subtraction word prob.
21901 A___B___C___
__222 Multiplication word prob.
22201 A__B___C___
___225 Division word problems
22501 A___B___C___
___228 Addition using devices
22801
___231 Addition as patterns
___23101 A___B___
___23102
___23103

___234 Mixed operation, word prob.
23401 A___B___C___
___237 Unfinfished numbers
___23701
___23702
___23703
___23704
___23705

___FRACTIONS - Displays 56 - 63

___ Basic Characteristics
___243 Terms
24301 A___B___
___246 Congruency of shapes
24601
___249 Physical representations
___24901

___24902
___24903
___24904
___24905
___24906
___252 Ident. mixed vs. improper
25201
___255 Physical rep. mixed nos.
25501
___258 Ordering fractions
___25801
___25802
___25803

___Equivalent Fractions
___261 Prime factoring
26101 A___B___
___264 Simplifying fractions
___26401 A___B___
___26402 A___B___
___26403 A___B___

___LCM and GCF
___267 Least Common Mult.
26701 A___B___
___270 Greatest common factor
___27001
___27002
___27003
___27004

___Addition
___273 Number line represent.
___27301
___27302

___276 Like denominators
___27601 ___27605
___27602 ___27606
___27603 ___27607
___27604
___279 Unlike denom. LCD is one denominator
___27901 ___27905
___27902 ___27906
___27903 ___27907
___27904 ___27908
___282 Unlike denom. LCD is neither denominator
___28201 ___28205
___28202 ___28206
___28203 ___28207
___28204 ___28208

___Subtraction
___285 Number line representation
___28501
___28502
___288 Like denominators
___28801
___28802
___28803
___28804
___28805
___28806
___291 Unlike denom. LCD is one denominator
___29101 ___29105
___29102 ___29106
___29103 ___29107
___29104 ___29108
___294 Unlike denom. LCD is neither denominator
___29401 ___29405
___29402 ___29406
___29403 ___29407
___29404 ___29408

___Multiplication
___297 Terms and signs
29701 A___B__

___300 Area representations
___30001 A___B___
___30002
___30003
___303 Number line repres.
30301 A___B___
___306 Reciprocals
___30601
___30602
___30603
___Proper X proper
___30901
___30902
___30903
___30904
___312 Whole number X
31201
___315 Mixed X fractions
___31501
___31502
___31503

___Division
___318 Proper ÷ proper
___31801
___31802
___31803
___321 Proper and mixed
___32101
___32102
___324 Proper and whole
___32401
___32402
___327Mixed and mixed
32701

___Applications
___330 Addition word problems
33001 A___B___C___
___333 Subtractions word prob.
33301 A___B___C___
___336 Mult. word problems
33601 A___B___C___
___339 Division word problems
33901 A___B___C___
___342 Mixed operations
34201 A___B___C___

___DECIMALS - Displays - 64 - 70
___Basic Characteristics
___351 Place value
___35101
___35102 A___B___
___35103 A___B___
___35104 A___B___
___35105 A___B___
___35106
___354 Rounding
35401
___ Conversions
___357 Equivalent decimals
35701
___360 Factions to decimals
___36001
___36002
___36003
___36004
___36005
___36006
___363 Decimals to fractions
___36301
___36302
___36303
___366 Repeating dec. to frac.
___36601
___36602

___Addition
___369 Even, no regrouping
___36901
___36902
___372 Uneven, no regrouping
37201
___375 Even, regrouping
___37501
___37502
___378 Uneven, regrouping
___37801
___37802

___Subtraction
___381 Even, no regrouping
___38101
___38102
___38103
___38104
___384 Uneven, no regrouping
38401
___387 Even, regrouping
___38701
___38702
___38703
___38704
___390 Uneven, regoruping
39001

___Multiplication
___393 Even
___39301
___39302
___396
___39601
___39602
___39603
___39604

___division
___399 Remainder = 0
___39901
___39902
___39903
___39904
___39905
___402 Remainder 0
___40201
___40202
___40203

___ Applications
___405 Addition word problems
40501 A___B___C___
___408 Subtraction word problems
50801 A___B___C___

___411 Multiplication word prob.
41101 A___B___C___

___414 Division word problems
41401 A___B___C___

___417 Mixed operations word prob.
41701 A___B___C___

PERCENT - Displays - 71 - 72

___Definition
___420 Terms and symbols
42001

___Conversions
___423 Decimal to %
___42301
___42302
___42303
___426 % to decimal
___42601
___42602
___42603
___42604
___42605
___429 Fraction to %
___42901
___42902
___42903
___432 % to fraction
___43201
___43202
___43203
___43204
___43205

___ Applications
___444 Word problems
___44401 A___B___C___
___44402 A___B___C___
___44403 A___B___C___

*Missing-Calculations
Subtopics 435
438
441

___MEASUREMENT - Displays 73-78

___Linear
___447 Error of measurement
___44701
___44702
___450 Conversion, English units
45001 A___B___
___453 Measurment, English units
45301 A___B___
___456 Conversions, metric units
45601
___459 Measurement, metric units
___45901 A___B___
___45902
___462 Measuring perimeter
___46201
___46202
___465 Scaling, maps and drawings
___46501
___46502
___46503
___46504
___468 Computing perimeter
___46801
___46802
___471 Word problems, English
47101 A___B___
___474 Word problems, metric
___47401 A___B___
___47402

___Area
___477 Measuring area/grid
___47701 A___B___
___47702
___480 Comp. area of rectangles
___48001
___48002
___48003
___483 Comp. area of parallelogram
___48301
___48302
___48303

___486 Comp. area rt. triangle
___48601
___48602
___48603
___489 Comp. area of triangle
___48901
___48902
___48903
___492 Comp. area circle
___49201
___49202
___49203
___495 Relations area/perim.
49501
___498 Converting between
English measures
49801
___501 Converting between
metric measures
50101
___504 Comp. surface area
of rect. solid
___50401
___50402
___507 Acre Measure
50701
___510 Word problems
___51001
___51002

___Volume
___513 Measurement of vol.
___51301
___51302
___51303
___51304

___Time
___516 Names of days/months
___51601
___51602
___519 Clock time units
51901 A___B___
___522 Telling time
___52201 A___B___
___52202 A___B___
___52203

___Temperature
___525 Reading F. scale
52501 A___B___
___528 Reading C. scale
___52801 A___B___
___52802 A___B___

___Weight (Mass)
___531 Measuring weight
___53101
___53102
___53103
___53104

___Capacity
___534 Measuring capacity
___53401
___53402
___53403

___Money
___537 Names/values of U S coins
___53701 A___B___
___53702 A___B___
___540 Value of U S bills
54001 A___B___
___543 Ordering U S coins
___54301
___54302
___546 Converting equiv. values
___54601
___54602
___54603
___549 Value of collections
54901 A___B___
___552 Addition problems
55201 A___B___
___555 Subtraction problems
55501 A___B___

___GEOMETRY -Display 79

___Basic
___558 Types of quadrangles
55801 A___B___C___
___561 Parallel, perp, int. lines
56101 A___B___
___564 Ext/int regions of closed curves
56401
___567 Symmetry

___56701
___56702
___570 Midpoint of a line
57001
___573 Points in a common plane
57301
___576 Inter. of planes
___57601
___579 Inter. lines & planes
57901
___582 Parallel & nonparallel lines
58201
___585 Coordinates and points
___58501 A___B___
___58502 A___B___
___58503
___588 Obtuse, acute, 90° angles
___58801 A___B___
___58802
___591 Congruency of angles
___59101
___59102
___594 Diam, Rad, Chords
59401
___597 Altitude and base/ triangle
59701
___600 Pythagorean relationship
___60001
___60002

___PROBABILITY AND STATISTICS
Display 80

___Basic Graphs
___603 Tallying
60301 A___B___
___606 Bar graphs
60601 A___B___
___609 Data tables
60901
___612 Line graphs
61201

___ SETS- Displays 81-85

___Single sets
___615 Concept of a set
61501
___618 Elements
61801 A___B___C___
___621 Set notation
62101 A___B___
___624 Set cardinality
___62401 A___B___
___62402
___627 Empty set
___62701 A___B___
___Subsets
___630 Concept of subset
___63001 A___B___
___63002 A___B___
___633 Subset notation
63301
___636 Generating subsets
___63601
___63602
___63603
___639 Multiple subsets
___63901
___63902

___Set Relations
- ___642 One-to-one
  - 64201 A___B___
- ___645 Many-one
  - 64501 A___B___
- ___648 One-many
  - 64801 A___B___
- ___651 Many-many
  - 65101 A___B___
- ___654 Mapping
  - 65401 A___B___
- ___657 Identity
  - 65701
- ___660 Equivalence
  - 66001

___Set Operations
- ___663 Terms and symbols
  - ___66301 A___B___
  - ___66302 A___B___
  - ___66303 A___B___
- ___666 Union
  - ___66601
  - ___66602
- ___669 Intersection
  - ___66901
  - ___66902
- ___672 Complement
  - 67201
- ___675 Commutative property
  - ___67501
  - ___67502
- ___678 Associative Property
  - ___67801
  - ___67802
- ___681 Distrubutive property
  - ___68101
  - ___68102

___Venn Diagrams
- ___684 Concept and terms
  - ___68401 A___B___
  - ___68402
- ___687 Union
  - 68701 A___B___C___
- ___690 Intersection
  - 69001 A___B___C___
- ___693 Multiple sets
  - ___69301 A___B___
  - ___69302 A___B___

Directions -

Skills mastered - Put the date of mastery on the line in front* of any item which applies.

Skills under study at the time of withdrawal should be checked.

*If there is no line in front of an item it is not included in its entirety at that level in 7-9.

MSRTS ORAL LANGUAGE OUTLINE

LISTENING

AREAS:	02–LISTENING COMPREHENSION			12–CRITICAL LISTENING	22–PERSONAL LISTENING
TOPICS:	10–Oral Direction	20–Recall	30–Relationships	10–Evaluation	10–Self-Selected Creative Listening
SUBTOPICS:	020 Simple	060 Main Idea	120 Cause/Effect	180 Propaganda Techniques	220 Records/Tapes
	040 Complex	080 Sequence	140 Comparison/ Contrast	200 Fact/Opinion/ Fantasy	240 Television
		100 Relevant Details	160 Inference		260 Storytelling Time

SPEAKING

AREAS:	32–ORAL EXPRESSION		42–VOCABULARY DEVELOPMENT	
TOPICS:	10–Functional Communication	20–Creative Communication	10–Basic	20–Expanded
SUBTOPICS:	280 Describing	380 Self-Expression	440 Nouns	580 Categories
	300 Discussing	400 Storytelling	460 Pronouns	600 Synonyms
	320 Reporting	420 Retelling for Entertainment	480 Verbs	620 Antonyms
	340 Retelling		500 Adjectives	640 Multiple-Meaning Words
	360 Giving Directions		520 Adverbs	
			540 Prepositions	660 Figurative Language
			560 Conjunctions	

LISTA DE DESTREZAS DE ORAL

ESCUCHANDO

AREAS:	01–COMPRENSION DE ESCUCHAR			11–EL ESCUCHAR CRITICO	21–EL ESCUCHAR PERSONAL
TOPICOS:	10–Direcciones Orales	20–Recordar	30–Relaciones	10–Evaluación	10–El Escuchar Creativo Autoescogido
SUBTOPICOS:	020 Sencillo	060 Idea Principal	120 Causa/ Efecto	180 Técnicas de Propaganda	220 Discos, Cintas
					240 Televisión
	040 Complejo	080 Secuencia	140 Comparación/ Contraste	200 Hecho/Opinión/ Fantasía	
		100 Detalles Pertinentes	160 Inferencia		260 Tiempo de Contar Cuentos

HABLANDO

AREAS:	31–LA EXPRESION ORAL		41–DESARROLLO DE VOCABULARIO	
TOPICOS:	10–Comunicación Funcional	20–Comunicación Creativa	10–Básico	20–Expandido
SUBTOPICOS:	280 Describiendo	380 Auto-Expresión	440 Sustantivos	580 Categorías
	300 Discutiendo	400 Contando Cuentos	460 Pronombres	600 Sinónimos
	320 Reportando		480 Verbos	620 Antónimos
	340 Rediciendo	420 Volver a Contar para Diversión	500 Adjetivos	640 Palabras con Significación Múltiple
	360 Dando Direcciones		520 Adverbios	660 Lenguaje Figurativo
			540 Preposiciones	
			560 Conjunciones	

Area: PSYCHOMOTOR

Code	Skills
PG01	Lifts head briefly when on stomach
PG02	Turns head to avoid annoyances
PG03	Rolls part way to side from back
PG04	Holds head erect in supported sitting position
PG05	Turns head in all directions
PG06	Lifts head and chest when on stomach
PG07	Exhibits vigorous body movements
PG08	Rolls from side to side
PG09	Rolls from stomach to back
PG10	Sits with support
PG11	Bounces up and down while sitting
PG12	Uses limbs to move about
PG13	Pulls self to stand
PG14	Sits alone
PG15	Creeps or crawls
PG16	Pushes into sitting position
PG17	Stands alone
PG18	Gets down from standing
PG19	Stoops and gets back up
PG20	Climbs up and down objects
PG21	Steps backward
PG22	Walks with confidence

Topic: GROSS

Code	Skills
PG23	Throws objects awkwardly
PG24	Seats self in chair
PG25	Throws ball overhand
PG26	Goes upstairs and downstairs
PG27	Pedals tricycle
PG28	Jumps in place
PG29	Runs well
PG30	Kicks ball forward
PG31	Walks on tip toe
PG32	Walks on or between parallel lines
PG33	Jumps from low elevation with feet together
PG34	Maintains balance while broad jumping
PG35	Balances on one foot
PG36	Walks backward
PG37	Walks up and down stairs without support
PG38	Aims and throws ball
PG39	Catches a medium sized bounced ball
PG40	Climbs well
PG41	Makes large circular frontal motion with arms, singly or simultaneously
PG42	Skips on alternating feet
PG43	Jumps rope
PG44	Hops skillfully on dominant foot
PG45	Walks on balance beam

Area: PSYCHOMOTOR

Topic: FINE

Code	Skills
PF01	Puts hands together
PF02	Bats and swipes at objects
PF03	Grasps and holds objects with whole hand
PF04	Plays with hands and fingers
PF05	Mouths objects
PF06	Reaches for objects with both hands
PF07	Transfers an object from hand to hand
PF08	Manipulates objects by rotating wrists
PF09	Uses thumb and two or three fingers to grasp objects
PF10	Coordinates hand/arm movement to mouth
PF11	Pokes with index finger
PF12	Claps hands
PF13	Drops and picks up objects at will
PF14	Uses hands in sequence or simultaneously
PF15	Scribbles spontaneously
PF16	Builds tower of two or more blocks
PF17	Puts small objects into containers
PF18	Dumps objects out of container
PF19	Holds cup to lips for drinking
PF20	Builds tower of six or more blocks
PF21	Makes vertical strokes
PF22	Strings large beads
PF23	Displays well developed finger-wrist coordination
PF24	Puts pegs in pegboard
PF25	Cuts with scissors
PF26	Turns pages one at a time
PF27	Pours liquids with minimal spillage
PF28	Builds tower of ten or more blocks
PF29	Draws simple picture with three details
PF30	Dresses and undresses self with help
PF31	Writes some letters and simple words
PF32	Laces shoes and begins to tie shoestrings
PF33	Folds paper diagonally
PF34	Draws a picture with at least six details

Area: COGNITIVE

Topic: ORAL LANGUAGE

Code	Skills
CO01	Makes cooing sounds
CO02	Makes vowel-like sounds
CO03	Gurgles and blows bubbles
CO04	Makes small throaty sounds
CO05	Laughs aloud
CO06	Imitates variations in pitch and volume
CO07	Vocalizes spontaneously
CO08	Makes two-syllable sounds
CO09	Imitates sounds or sequences
CO10	Makes several sounds in one breath
CO11	Makes same sound over and over
CO12	Squeals to get attention
CO13	Produces sounds specific to native language of parents
CO14	Uses words meaningfully
CO15	Talks in jargon
CO16	Says two to six or more words
CO17	Communicates "whole" sentences with one word
CO18	Says six to eighteen or more words
CO19	Forms sentences or phrases of two or three words
CO20	Uses words to make wants known
CO21	Refers to self by name
CO22	Uses two hundred or more recognizable words
CO23	Uses some pronouns

Code	Skills
CO24	Uses plurals
CO25	Gives own first and last name
CO26	Forms a negative sentence
CO27	Forms sentences or phrases of three to four words
CO28	Uses consonant sounds accurately
CO29	Talks freely while role playing
CO30	Repeats simple sound patterns
CO31	Asks questions continually
CO32	Uses prepositions
CO33	Forms sentences or phrases of four to five words
CO34	Tells experiences
CO35	Tells about a picture
CO36	Tells the function of a familiar object
CO37	Forms meaningful sentences of six or more words
CO38	Uses opposite analogies
CO39	Uses past tense
CO40	Uses vocabulary of 1500 or more words
CO41	Uses complex language patterns
CO42	Talks a great deal
CO43	Names basic colors, shapes and sizes
CO44	Uses selected abstract word meanings correctly
CO45	Tells stories in sequence with or without aid of pictures
CO46	Names some letters, numbers and words

Area: COGNITIVE

Topic: VISUAL

Code	Skills
CV01	Follows horizontal movement of bright objects
CV02	Fixates and focuses eyes
CV03	Follows object vertically and circularly
CV04	Looks intently at toy in hand
CV05	Turns head and eyes together
CV06	Watches movement of own hands and arms
CV07	Studies objects by looking, tasting and touching
CV08	Looks for toy that disappears
CV09	Recognizes and judges visual size of objects
CV10	Responds playfully to mirror image of self
CV11	Explores objects from different angles
CV12	Looks for familiar object
CV13	Points to object in a picture
CV14	Looks for hidden object
CV15	Understands spatial relations
CV16	Places three shapes in a three-hole form board
CV17	Matches circles, triangles and squares
CV18	Groups objects together by color, form and size
CV19	Copies horizontal line
CV20	Copies circle
CV21	Searches for named object without visual representation
CV22	Focuses on one of many parts of an object
CV23	Names pictures of objects removed from view
CV24	Selects simple identical pictures
CV25	Completes two parts of picture
CV26	Copies cross
CV27	Puts together two- to six-piece puzzle
CV28	Copies square
CV29	Copies triangle
CV30	Copies some letters and numerals
CV31	Copies some simple words
CV32	Puts together six- to eight-piece puzzles

Area: COGNITIVE

Code	Skills
CA01	Moves head and eyes in direction of sound
CA02	Reacts differently to different sounds
CA03	Looks for source of sound with eyes
CA04	Listens selectively to familiar words
CA05	Listens to conversation and singing tones
CA06	Looks toward speaker when own name is called
CA07	Responds to simple one-part command without gestures
CA08	Differentiates between some words
CA09	Points to one body part when asked
CA10	Points to a picture of a familiar object when asked
CA11	Locates sounds from all directions
CA12	Responds to action words
CA13	Articulates some consonants

Topic: AUDITORY

Code	Skills
CA14	Identifies common objects by sounds
CA15	Uses appropriate voice inflection
CA16	Varies voice volume
CA17	Increases and decreases speed of voice
CA18	Reproduces plurals
CA19	Identifies simple tones
CA20	Recognizes melodies
CA21	Identifies rhyming words
CA22	Identifies like and unlike beginning consonants
CA23	Repeats sentences correctly
CA24	Repeats four to five letters or numerals in given order
CA25	Repeats short verses

Area: AFFECTIVE

Topic: PERSONAL/INTERACTIONAL

Code	Skills
AP01	Looks at faces
AP02	Smiles responsively
AP03	Increases physical activity on sight or smell of food source
AP04	Cries from discomfort and for attention
AP05	Quiets self
AP06	Responds to non-verbal attention by smiling
AP07	Differentiates strangers from family
AP08	Initiates social play by smiling
AP09	Vocalizes socially
AP10	Smiles and vocalizes at mirror image of self
AP11	Imitates facial expressions
AP12	Grasps source of food with both hands
AP13	Distinguishes between friendly and angry talk
AP14	Thrashes arms and legs when frustrated
AP15	Repeats a behavior that is attended to or reinforced
AP16	Gestures to familiar person
AP17	Works for toy out of reach
AP18	Shows fear of stranger
AP19	Plays simple games
AP20	Shows displeasure with loss of toy
AP21	Plays by self for short period of time
AP22	Relates to more than one person
AP23	Recognizes the meaning of "no-no"
AP24	Uses "no" appropriately
AP25	Responds to rhythmic sounds and movements
AP26	Imitates adult activity
AP27	Shows anger
AP28	Responds to attention
AP29	Repeats activity over and over
AP30	Resists restrictions
AP31	Shows special attachment to favorite toy
AP32	Displays interest in a variety of activities
AP33	Explores environment
AP34	Knows own possessions
AP35	Indicates need for assistance
AP36	Responds to music
AP37	Participates in parallel play
AP38	Manipulates caregivers
AP39	Participates in symbolic play
AP40	Seeks adult approval
AP41	Participates in cooperative play
AP42	Shows concern for others
AP43	Seeks to please others
AP44	Takes turns
AP45	Shares possessions
AP46	Takes pride in accomplishments
AP47	Accepts routines
AP48	Demonstrates sense of humor
AP49	Participates in organized small group activities
AP50	Participates in making group decisions
AP51	Accepts group decisions
AP52	Makes and keeps friends
AP53	Accepts changes
AP54	Demonstrates self-reliance

Area: PSICOMOTORA

Clave	Destrezas
PG01	Levanta la cabeza levemente al estar acostado boca abajo
PG02	Voltea la cabeza cuando algo le molesta
PG03	Trata de darse vuelta cuando está acostado hasta casi lograrlo
PG04	Mantiene su cabeza firme cuando se le afirma en una posición sentado
PG05	Voltea la cabeza a cualquier dirección
PG06	Levanta la cabeza y pecho cuando está acostado boca abajo
PG07	Manifiesta movimientos vigorosos con todo su cuerpo
PG08	Se voltea — rodándose — de un lado a otro
PG09	Logra voltearse — rodándose — de boca abajo a boca arriba
PG10	Se sienta solo si se le afirma contra algo
PG11	Brinca cuando está sentado
PG12	Se mueve de un lugar a otro con el movimiento de sus piernas y brazos
PG13	Se sostiene de algo para ponerse de pie
PG14	Se sienta solo sin ningún apoyo
PG15	Gatea
PG16	Se empuja para poder sentarse
PG17	Se pone de pie y se queda parado
PG18	Cuando está de pie se agacha y toma otra posición
PG19	Se empina y se levanta solo
PG20	Sube y baja de varios objetos
PG21	Camina hacia atrás
PG22	Camina con confianza
PG23	Tira objetos con torpeza

Tópico: MAYOR

Clave	Destrezas
PG24	Se sienta solo en una silla
PG25	Lanza una pelota con un movimiento del brazo sobre el hombro
PG26	Sube y baja escaleras
PG27	Maneja su triciclo solo
PG28	Salta y cae en el mismo lugar
PG29	Corre con buena coordinación
PG30	Puede patear una pelota hacia adelante
PG31	Camina en puntillas
PG32	Camina sobre o entre líneas paralelas
PG33	Se tira — brinca — con los dos pies juntos — si se encuentra a poca altura
PG34	Mantiene el equilibrio después de ejecutar un salto largo
PG35	Se puede balancear en un pie
PG36	Camina hacia atrás
PG37	Sube y baja las escaleras sin ningún apoyo
PG38	Puede apuntar, para acertar y lanzar una pelota
PG39	Agarra una pelota de tamaño mediano cuando se la lanzan de rebote
PG40	Puede trepar bien
PG41	Mueve un brazo en círculos, o ambos en círculos simultáneamente
PG42	Salta alternando de pies al caer mientras se dirige hacia adelante
PG43	Salta la cuerda
PG44	Salta hacia adelante con mucha destreza sobre su pie más firme
PG45	Camina sobre una viga de gimnasia

Area: PSICOMOTORA

Tópico: MENOR

Clave	Destrezas
PF01	Junta sus manos
PF02	Trata de alcanzar objetos con sus manos
PF03	Agarra y retiene objetos con sus manos
PF04	Juega con el movimiento de sus manos y dedos
PF05	Mete los objetos a la boca
PF06	Trata de alcanzar objetos con sus manos
PF07	Cambia un objeto de una mano a la otra
PF08	Manipula objetos con el movimiento de las muñecas de sus manos
PF09	Usa el dedo pulgar y dos o tres dedos para coger objetos
PF10	Coordina los movimientos de sus brazos y manos al lograr encontrarse la boca
PF11	Empuja con su dedo índice
PF12	Aplaudo con sus manos
PF13	Deja caer y recoge objetos por su propia voluntad
PF14	Usa sus manos en secuencia o simultáneamente
PF15	Escribe garabatos espontáneamente
PF16	Construye una torre de dos o más bloques
PF17	Pone objetos pequeños en envases
PF18	Vacía de golpe los objetos de un envase
PF19	Levanta una taza a los labios para beber
PF20	Construye una torre de seis o más bloques
PF21	Mueve los brazos y las manos haciendo un movimiento vertical
PF22	Ensarta cuentas grandes
UF23	Manifiesta una buena coordinación entre la muñeca y los dedos
PF24	Clava estacas grandes en un tablero para este propósito
PF25	Corta con tijeras
PF26	Voltea las páginas de un libro una por una
PF27	Derrama un mínimo de líquidos al vaciar de un envase a otro
PF28	Construye una torre con diez o más bloques
PF29	Dibuja un cuadro sencillo de tres detalles
PF30	Se viste y desviste con ayuda
PF31	Escribe algunas letras y palabras sencillas
PF32	Se pone las cintas de los zapatos e intenta amarrarlas
PF33	Dobla una hoja de papel diagonalmente
PF34	Dibuja un cuadro con un mínimo de seis detalles

Area: CONOCIMIENTO

Clave	Destrezas
CO01	Balbucea
CO02	Hace sonidos semejantes a las vocales
CO03	Murmura con la garganta y hace burbujas con la saliva
CO04	Hace leves sonidos guturales
CO05	Ríe en voz alta
CO06	Imita sonidos con variaciones en la voz
CO07	Articula sonidos espontáneamente
CO08	Articula oralmente sonidos de dos sílabas
CO09	Imita sonidos o secuencias de sonidos
CO10	Hace varios sonidos en una sola respiración
CO11	Repite el mismo sonido varias veces
CO12	Chilla para atraer la atención
CO13	Produce sonidos propios al idioma natal de los padres
CO14	Usa palabras con significado
CO15	Habla en jerigonza
CO16	Dice de dos a seis o más palabras
CO17	Expresa oraciones completas con una palabra
CO18	Dice de seis a dieciocho o más palabras
CO19	Articula frases u oraciones construidas de dos o tres palabras
CO20	Usa palabras para comunicar lo que desea
CO21	Se refiere a sí mismo por nombre
CO22	Dice 200 o más palabras que él comprende
CO23	Usa algunos pronombres

Tópico: ORAL

Clave	Destrezas
CO24	Usa el plural
CO25	Da su nombre de pila y su apellido
CO26	Expresa una oración con un no
CO27	Hace frases u oraciones de tres a cuatro palabras
CO28	Usa sonidos de consonantes con precisión
CO29	Habla abiertamente al estar dramatizando un papel específico
CO30	Repite sonidos sencillos
CO31	Hace preguntas continuamente
CO32	Usa preposiciones
CO33	Hace frases u oraciones de cuatro a cinco palabras
CO34	Cuenta sus propias experiencias de lo que le pasa
CO35	Da su interpretación de una lámina
CO36	Relata la función de algún objeto conocido
CO37	Forma frases u oraciones con significado de seis o más palabras
CO38	Usa relaciones opuestas
CO39	Usa el tiempo pasado (Gramatical)
CO40	Tiene un vocabulario de 1500 o más palabras
CO41	Usa oraciones de composición complicada
CO42	Habla mucho
CO43	Nombra los colores básicos, formas geométricas y tamaños
CO44	Usa ciertos significados abstractos en formas correctas
CO45	Dice cuentos en secuencia con o sin la ayuda de retratos
CO46	Nombra algunas letras, números y palabras

Area: CONOCIMIENTO

Clave	Destrezas
CV01	Sigue el movimiento horizontal de objetos brillantes hasta el medio punto de la línea visual
CV02	Fija, dirige y enfoca la vista sobre un objeto
CV03	Sigue el movimiento de objetos en movimientos verticales y circulares
CV04	Mira atentamente un juguete que tiene en la mano
CV05	Vira la cabeza y los ojos a la misma vez
CV06	Se fija en el movimiento de sus brazos y manos
CV07	Estudia los objetos con la vista, el sabor y el sentido del tacto
CV08	Busca un juguete que se le ha perdido
CV09	Reconoce y calcula el tamaño de objetos
CV10	Reacciona divertidamente al ver su imágen en el espejo
CV11	Estudia y explora objetos de diferentes ángulos
CV12	Busca objetos conocidos
CV13	Señala objetos conocidos cuando se reflejan en un retrato
CV14	Busca objetos escondidos
CV15	Comprende las relaciones espaciales
CV16	Pone tres formas moldeadas en una tabla con tres hoyos

Tópico: VISUAL

Clave	Destrezas
CV17	Parea cuadrados, triángulos y círculos
CV18	Agrupa objetos en las siguientes clasificaciones: color, forma y tamaño
CV19	Copia una línea horizontal
CV20	Copia un círculo
CV21	Busca al objeto nombrado sin tener claves visuales
CV22	Enfoca en una parte de un objeto de muchas partes
CV23	Nombra láminas de objetos que no están a la vista
CV24	Selecciona retratos simples e idénticos
CV25	Completa dos partes de un retrato
CV26	Copia una cruz
CV27	Compone un rompecabezas formado de dos a seis piezas
CV28	Copia la figura de un cuadrado
CV29	Copia la figura de un triángulo
CV30	Copia algunas letras y números
CV31	Copia algunas palabras simples
CV32	Compone un rompecabezas formado de seis a ocho piezas

Area: CONOCIMIENTO

Clave	Destrezas
CA01	Mueve los ojos y la cabeza hacia la dirección de donde procede algún sonido
CA02	Reacciona de maneras distintas a diferentes sonidos
CA03	Busca el origen del sonido con sus ojos
CA04	Escucha escogiendo palabras conocidas
CA05	Pone atención a una conversación y a la música
CA06	Mira hacia la persona que le habla cuando se pronuncia el nombre del niño
CA07	Reacciona en respuesta a un mandato oral sin claves visuales
CA08	Distingue entre algunas palabras
CA09	Reconoce el nombre (término) de las extremidades del cuerpo e indica con la mano cuáles son
CA10	Señala hacia una lámina de algún objeto conocido cuando se le pide que lo haga
CA11	Busca sonidos de cualquier dirección
CA12	Responde a verbos de acción
CA13	Articula algunas consonantes

Tópico: AUDITIVO

Clave	Destrezas
CA14	Identifica y nombra objetos comunes por su sonido
CA15	Inflexiona su voz en las maneras apropiadas
CA16	Habla en voz más alta cuando es necesario
CA17	Aumenta y disminuye la lentitud y rapidez de su voz
CA18	Articula las formas plurales
CA19	Identifica ciertos tonos sencillos
CA20	Reconoce ciertas melodías
CA21	Identifica palabras que riman
CA22	Identifica, en la consonante al principio, si son iguales o si son distintas al modelo
CA23	Repite frases y oraciones sin cometer errores
CA24	Repite de cuatro a cinco letras o números en el orden dado
CA25	Repite versos cortos

Area: AFECTIVA

Clave	Destrezas
AP01	Se fija en los rostros de los que le rodean
AP02	Sonríe en reacción a . . .
AP03	Aumenta su actividad física al ver u oler el origen de sus alimentos
AP04	Llora para atraer atención y cuando está incómodo
AP05	Se calma solo al chuparse el dedo, al escuchar o al agarrar alguna persona u objeto con la mano
AP06	Reacciona a la atención no verbal que se le presta con sonreír
AP07	Reconoce y distingue a su familia de desconocidos
AP08	Inicia intercambios sociales al sonreír
AP09	Articula oralmente en situaciones de interacción social
AP10	Se sonríe y articula ante un espejo al contemplar su imagen
AP11	Imita expresiones de rostros
AP12	Pone sus dos manos sobre el biberón o sobre el seno cuando se le toma en brazos para amamantarlo
AP13	Distingue entre conversaciones amables o enfadadas
AP14	Mueve sus brazos y piernas cuando está frustrado
AP15	Repite cualquier comportamiento que le da más atención o satisfacción social
AP16	Hace gestos hacia una persona conocida
AP17	Trata y se esfuerza en alcanzar algún juguete que está fuera de su alcance
AP18	Teme a los desconocidos
AP19	Juega juegos sencillos
AP20	Manifiesta su disgusto al perder el juguete con que juega
AP21	Se entretiene a sí mismo por momentitos
AP22	Entabla relaciones y las mantiene con más de una persona
AP23	Entiende el significado de "no-no"
AP24	Usa la palabra "no" apropiadamente
AP25	Reacciona a sonidos y movimientos rítmicos
AP26	Imita las actividades de los adultos
AP27	Muestra enfado

Tópico: PERSONAL/RELACIONES SOCIALES

Clave	Destrezas
AP28	Reacciona cuando se le presta atención
AP29	Repite la misma actividad varias veces
AP30	Resiste y reacciona en contra de las restricciones que se le imponen
AP31	Tiene predilección por su juguete favorito
AP32	Muestra interés en una variedad de actividades
AP33	Explora su ambiente
AP34	Reconoce y sabe qué es lo que le pertenece
AP35	Indica que necesita ayuda
AP36	Reacciona a la música
AP37	Juega aparte de otros niños
AP38	Manipula a sus padres o a los que le tienen cariño
AP39	Desempeña el papel de otros
AP40	Trata de lograr la aprobación de los adultos
AP41	Participa en juegos que requieren cooperación
AP42	Manifiesta su preocupación por otros
AP43	Trata de agradar a otras personas
AP44	Toma su turno adecuado
AP45	Comparte sus pertenencias
AP46	Siente orgullo de sus triunfos
AP47	Acepta la rutina impuesta
AP48	Muestra un sentido de humor
AP49	Participa con un pequeño grupo de actividades organizadas
AP50	Participa en actividades que el grupo toma para llegar a una decisión
AP51	Acepta las decisiones del grupo
AP52	Entabla y mantiene amistades
AP53	Acepta los cambios en situaciones y rutina
AP54	Manifiesta su independencia y sus capacidad propia

TERMINAL OPERATORS

SECTION

MIGRANT STUDENT RECORD TRANSFER SYSTEM
JOB DESCRIPTION

Terminal Operator and Backup Operator

Definition of Position

The Terminal Operator of the Migrant Student Record Transfer System is the intermediate agent between local schools and the Central Depository in Little Rock, Arkansas.

Qualifications Required

1. Capability to learn the process of the Migrant Student Record Transfer System.
2. Competency in typing accurately.
3. Ability to use good telephone techniques necessary to the conduct of business over the telephone.
4. Ability to organize and process records efficiently.
5. Capability to function harmoniously with all personnel.
6. Skill in filing procedures.

Assigned Duties

1. Receive and decode student data from LEA's.
2. Process student data accurately through the use of a teletypewriter, using the precise format that is interpretable by a computer.
3. Transmit the student data to the computer located in the Arkansas Department of Education, Little Rock, Arkansas, via teletypewriter and WATS lines.
4. Receive and interpret computer quality control responses.
5. Make any necessary corrections related to computer responses.
6. Communicate critical data responses received from the computer to the LEA's (dependent upon state policies).
7. Maintain a filing system which includes, but is not limited to, (1) LEA source documents, (2) transactions sent to the computer and (3) responses received from the computer.
8. Communicate with state, regional, county, LEA and federal personnel. The major communication responsibility is with LEA personnel. The terminal operator is usually responsible for direct liaison work with LEA's in assuring accuracy and completeness of data.

9. Prepare special data reports as requested by the Terminal Supervisor (CDE) or other administrative personnel.

10. Provide direct supervision and be responsible for the efficient and accurate performance of all tasks assigned to the clerk typist or filing clerk, if available (dependent upon state or local policies).

11. Assist local school districts with problems they encounter in filling out records of the Migrant Student Record Transfer System (dependent upon state or local policies).

12. Maintain close contact with technical support personnel at the Central Depository in Little Rock, Arkansas to carry on a high level of competency and proficiency.

13. Aid in or conduct inservice training on the Migrant Student Record Transfer System given to local educational agencies serviced by the Terminal (dependent upon state or local policy).

14. Assist supervisory personnel in coordinating Terminal activities on the local, state and national levels (dependent upon state or local policies).

15. Help design and provide training materials for inservice training for schools on the Migrant Student Record Transfer System (discretion of state or local administration).

DUTIES OF SCHOOL USER TRAINERS

1. Aid in inservice training on the Migrant Student Record Transfer System given to local educational agencies serviced by the Terminal.

2. Assist the Terminal Supervisor (CDE) in coordinating Terminal activities on the local, state and national levels.

3. Attend or assist in meetings or conferences held at the local, state or national level concerned with the Migrant Student Record Transfer System.

4. Assist in providing between-state consultative services.

5. Help design and provide training materials for inservice training on the Migrant Student Record Transfer System.

MIGRANT STUDENT RECORD TRANSFER SYSTEM
JOB DESCRIPTION

Clerk Typist

Definition of Job

The Clerk Typist of the Migrant Student Record Transfer System Terminal will provide typing and filing services for the smooth functioning of the Terminal Center operations. In cooperation with the migrant education programs, the clerk typist will receive, process and forward educational, health and skills system data to the migrant programs.

Qualifications Required

1. The ability to work in harmony with all personnel within the Migrant Student Record Transfer System.
2. The capability to type and file accurately.
3. The ability to assist the terminal operators in an efficient manner.
4. The capability to receive and carry out instructions.

Assigned Duties

1. Operate the teletype for cutting, correcting and sending tapes to the computer.
2. File properly all materials used in Terminal operations.
3. Date and alphabetize under the appropriate school all incoming mail.
4. Type reports, general correspondence, and AV materials as requested by Terminal personnel.
5. Receive training and work under the direct supervision of the Terminal Operators and perform those tasks assigned by them or the Terminal Supervisor.
6. Process and forward educational, health and skills data to migrant programs.

To be used by Terminal Operators and Colorado Dept. of Education

Family Contact/Recruiter/Records Clerk
Monthly Report-Checklist

Month_____

Name	Dist./BOCS	Region	1. Area Mapped	2. Area Surveyed	3. Dist./BOCES Personnel awareness, Supt./Principal - of Migrant Program Recruitment/MSRS	4. Enrollments (145's) Send to Terminal on a timely basis Daily	5. Withdrawals, send to Terminal on a timely basis	6. Are 145's complete and correct when received at terminal and Colo. Dept. of Education?	7. Are Records updated and coded correctly when received at terminal for update or withdrawal?	8. How many children were mis-identified and deleted?	Are skills in Reading, math, etc., up-dated on a timely basis and transmitted
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

Terminal Report - Check only items 4-8
Longmont T.O. (Name)_____ Date_____

Colo. Dept. of Ed. (Name)_____ Date_____
(Monitoring Report, check items 1-8)

Use yes or no answer. If no, please attach note or letter giving reasons.
If item #3 is yes, write title of person.

TERMINAL OPERATOR EVALUATION REPORT

The Terminal Operator Evaluation Report is a program that reflects daily activity and prints a report for each active terminal. This report is run at the completion of processing on a nightly basis. It is used by the Area Coordinators on a daily basis while working with each of their terminal operators. The report is sent to all state directors on a monthly basis and will be run immediately after the last working day of each month.

This report will be initialized at the beginning of each month with the first working day's activities. Each line reflects a day's activities down to and including the last working day of the month. This enables you, the director, to have a complete monthly history which is reflected on one report for each of the terminal operators in your state.

When no activity is transacted on a given day by a given terminal operator, the message "NO TRANSMISSION THIS DATE" will appear on that line for that corresponding day. The program accommodates updates to the terminal operator's name and the activity date fields.

Occasionally there will be a day(s) that will show an unusually high error rate that will not be the fault of the terminal operator. Our Area Coordinator's cover letter with the report will indicate which day(s) for which the terminal operator should not have to account.

Definition of data items -

TOTAL INPUT:

The number of transactions processed including deleted transactions, but not including tapes that were completely rejected.

TOTAL OUTPUT:

The number of one-to-one transaction relationships between input and output responses.

TOTAL REJECTS:

The number of processed transactions rejected as a result of a fatal error condition.

NUMBER ENROLLMENTS:

The number of student (school history) enrollments processed that day.

NUMBER WITHDRAWALS:

The number of student (school history) withdrawals processed that day.

TAPES REJECTED:

The number of tapes rejected by the applications program.

NUMBER TRANSACTIONS CONTAINING ERRORS:

Self-explanatory.

ACCURACY PERCENTAGE:

The "ACCURACY PERCENTAGE" is computed by subtracting the "NUMBER TRANSACTIONS CONTAINING ERRORS" column from the "TOTAL OUTPUT" and dividing the answer by the "TOTAL OUTPUT" column.

NOTE: When a complete tape is rejected, those transactions contained on such tape will not be counted as either input or output.

CUMULATIVE ACCURACY PERCENTAGE:

The "CUMULATIVE ACCURACY PERCENTAGE" is computed daily by accumulating totals for the "NUMBER TRANSACTIONS CONTAINING ERRORS" and "TOTAL OUTPUT" columns. A cumulative percentage is then computed in the same manner as the daily "ACCURACY PERCENTAGE."

MIGRANT STUDENT RECORD TRANSFER SYSTEM

(M S R T S)

S E C T I O N

UNIFORM MIGRANT STUDENT EDUCATIONAL TRANSFER FORM

S1

LAST NAME	FIRST NAME	MI	SEX	BIRTHDATE MO.	DA.	YR.	V	AGE	CITY OF BIRTH	COUNTY/COUNTRY OF BIRTH	ST	HOME BASE CITY	ST	STUDENT NO.

MIGRANT STATUS | EXTRA BIRTHDATE

SH SCHOOL HISTORY DATA

SCHOOL NAME	ST	DATE ENR. MO.	DA.	YR.	DATE WITH. MO.	DA.	YR.	DAYS ENR	DAYS PR	%
SCHOOL ADDRESS										
SCHOOL CITY										
ST ZIP SCHOOL ID										
MEDICAL RECORD ADDRESSEE										

LP LEGAL PARENT DATA — CP CURRENT

	01 LAST NAME	02 FIRST NAME	01 LAST NAME	02 FIRST NAME
AA				
AB				

CR CURRENT RESIDENCE — 01. STREET ADDRESS | 02. CITY | 03. ST | 04. ZIP

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL — SN SPECIAL INTERESTS

	01 CODE	02 HRS	03 WKS	CUMUL.

NAME	01 CON

HM SCHOOL HEALTH DATA

CATEGORY OF HEALTH SERVICE — MINIMUM HEALTH SERVICES MATRIX

		01	02	03	04	05	06	07	08	09	10	11	12
AA	INITIAL HISTORY												
AB	PHYSICAL EXAM												
AC	HT. & WT. (ANNUALLY) H.C. (BIRTH ONLY)												
AD	BLOOD PRESS.												
AE	HB/HCT												
AF	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
AG	TBC										(ANNUALLY IF NEGATIVE)		
AH	IMMUNIZATION DPT (DT AFTER 5)												
AI	TRIV. POLIO (ORAL)												
AJ	MEASLES												
AK	RUBELLA												
AL	MUMPS												
AM	DENTAL												
AN	VISION												
AO	AUDIOMETRIC SCREENING												
AP	SPEECH												
AQ	COLOR BLINDNESS												
AR	BLOOD LEAD												
AS	PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS.

AT	FLUORIDE SCREENING													
AU	TYPHOID PARATYPHOID													
AV	SMALLPOX													
AW	POLIO (INOCULATION)													
AX	INFLUENZA													
AY	SCA (DABT)													

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TD TEST DATA

NAME	01 CODE	02 FORM	03 LV.	04 SCORE	05 ED	06 DATE TEST MO.	DA.	YR.

EDUCATION - HEALTH LINKAGE

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UNIFORM MIGRANT STUDENT MEDICAL TRANSFER FORM

01 SI | LAST NAME | 02 FIRST NAME | 03 MI | 04 SEX | 05 BIRTH DATE MO DA YR | 06 V | AGE | 07 CITY OF BIRTH | 08 COUNTY/COUNTRY OF BIRTH | 09 ST | 10 HOME BASE CITY | 11 ST | STUDENT NO. | ENV

MIGRANT STATUS 13 | EXTRA BIRTHDATES 14 15 16 17

SH CURRENT SCHOOL DATA

SCHOOL NAME | MEDICAL RECORD ADDRESSEE

SCHOOL ADDRESS | SCHOOL CITY | ST | ZIP

SCHOOL ID | 01 MO | DATE ENR. DA YR. | 02 MO | DATE WITH. DA YR. | 03 DAYS ENR | 04 DAYS WD | %

LP LEGAL PARENT DATA CP CURRENT

	01 LAST NAME	02 FIRST NAME	01 LAST NAME	02 FIRST NAME
AA				
AB				

CR CURRENT RESIDENCE | 01. STREET ADDRESS | 02. CITY | 03 ST. | 04 ZIP

HM SCHOOL HEALTH DATA

MINIMUM HEALTH SERVICES MATRIX

	CATEGORY OF HEALTH SERVICE	01	02	03	04	05	06	07	08	09	10	11	12
AA	INITIAL HISTORY												
AB	PHYSICAL EXAM												
AC	HT. & WT. (ANNUALLY) H.C. (BIRTH ONLY)												
AD	BLOOD PRESS.												
AE	HB/HCT												
AF	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
AG	TBC										(ANNUALLY IF NEGATIVE)		
AH	IMMUNIZATION DPT (DT AFTER 5)												
AI	TRIV. POLIO (ORAL)												
AJ	MEASLES												
AK	RUBELLA												
AL	MUMPS												
AM	DENTAL												
AN	VISION												
AO	AUDIOMETRIC SCREENING												
AP	SPEECH												
AQ	COLOR BLINDNESS												
AR	BLOOD LEAD												
AS	PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS.

AT	FLUORIDE SCREENING												
AU	TYPHOID PARATYPHOID												
AV	SMALLPOX												
AW	POLIO (INOCULATION)												
AX	INFLUENZA												
AY	SCA (0401)												

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HP HEALTH PROBLEM LIST

PROBLEM DATA										TREATMENT DATA				REF. DAT.	
01 PROBLEM NUMBER	02 DATE OF ENCOUNTER MO. DAY YR.	NAME	03 CODE	04 ACTIVE DORMANT RESOLVED	05 CHRONIC ACUTE	06 U URGENT R CONDITION	NO. OF DX (CAN PROCED. DO)	07 TYPE ADMIN. CURATIVE MAINT. DO RX REFER	08 RECOMMENDATIONS FOL UP INT.	FOL. UP DATE MO. DAY YR	09 CONTACT DATA Y N	CELL ID.

METHOD FOR CALCULATING RESIDENCE DAYS

MPAS

MPAS recognizes two categories of migrant children: (1) the "true" migrant and (2) the "5-year" migrant. The "true" migrant is defined as one who crosses a school district boundary once in a twelve month period. Within the category of "true" migrants, there are Inter-state and Intra-state, such classification determining which state is allocated funds for a given student. The "5-year" migrant is one who has settled out of the migratory stream and, by his continued attendance in the same district (hereinafter referred to as "subject district"), has assumed "5-year" status. The beginning of his "5-year period" is a date 365 days forward from his least recent enrollment in subject district. Within the above categories, children whose parents are employed in both agricultural and fishery-related occupations are recognized for funding purposes.

In determining FTE's, "5-year" migrants are treated the same as "true" migrants for a period of 60 months (5-year period). At the end of this period, these students will no longer be awarded residence credit.

The following methodology is applicable for both "5-year" and "true" migrants.

a. An FTE (Full Time Equivalent) is determined by dividing the accumulated residence days (credit) by 365. Since credit is not granted for periods in excess of 365 days, the maximum FTE awarded, for any given child, will be less than or equal to one.

b. An "accounting period" is defined as a contiguous time frame (usually 12 months) during which the residence days in a given district, as implied by enrollment histories (enrollment to enrollment), are used to determine FTE's.

c. A time frame known as a "Residence Period (RP)" begins with the enrollment of a student in a state and will terminate upon one of three (3) conditions: (1) a subsequent enrollment, (2) the expiration of 365 days, or (3) the end of the accounting period.

NOTE: In no case shall credit be granted for that portion of the RP that exceeds 365 days.

We will be dealing with three types of RP's:

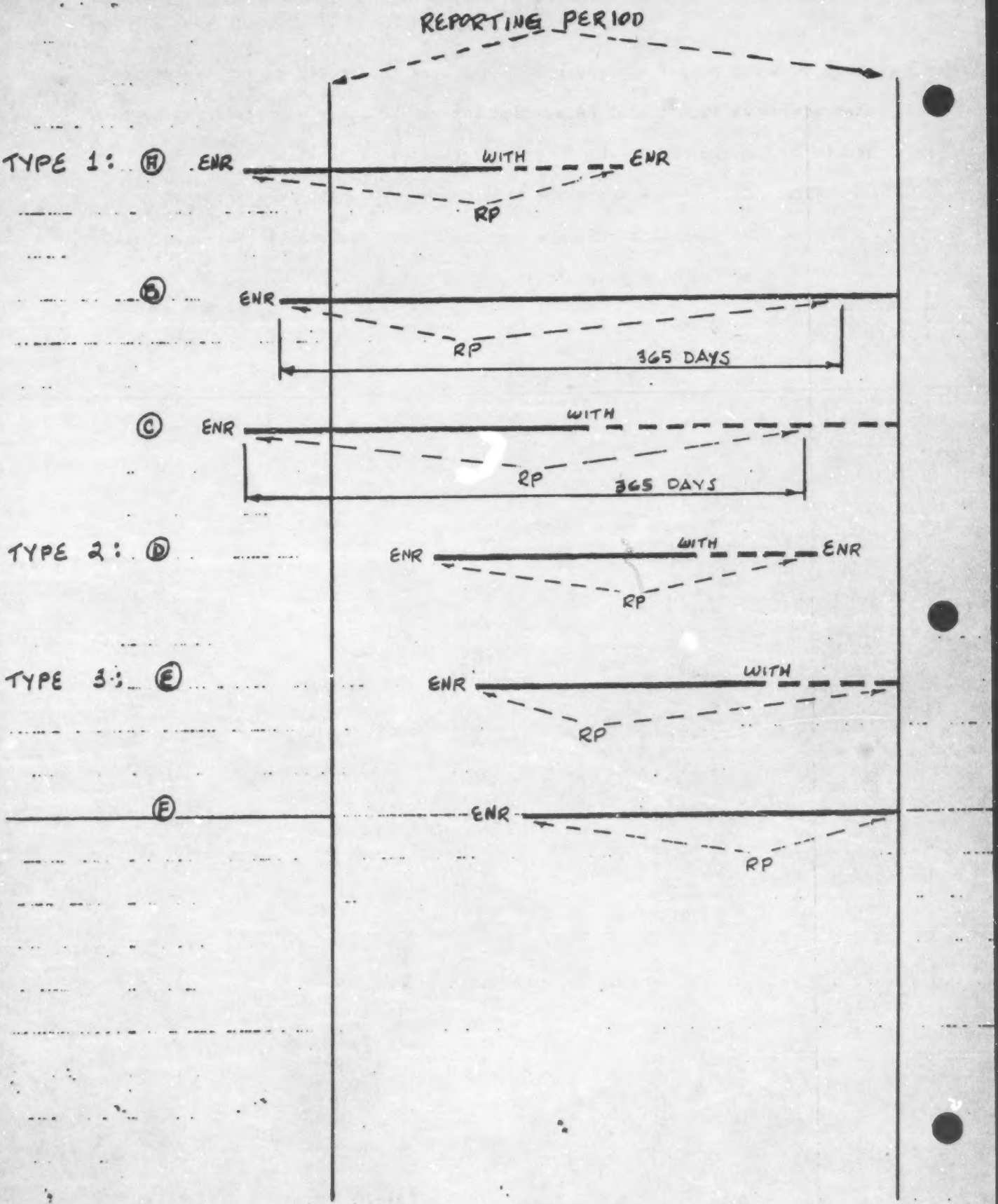
1. An RP which started prior to and continues into the accounting period
2. An RP which both started and terminated during the accounting period
3. An RP which started during the accounting period and was terminated by the end of the accounting period.

Examples are given on the attached sheet.

All Residence Periods (RP's) are evaluated according to the following criteria. (1) Only that portion of the RP that is within the Accounting Period (AP) will be counted toward FTE credit and, further (2) only those children between the ages of five (5) and seventeen (17), inclusive, will be considered for credit. In the case where the fifth (5th) or eighteenth (18th) birthday occurs during the Accounting Period, only that portion of an RP including and following the fifth (5th) birthday and prior to the eighteenth (18th) birthday will generate FTE credit. (3) For those students

whose 60 month period expired or (4) who were terminated during the period, then residence credit will be awarded for the RP under consideration up to and including the end of the 60 month period or termination date, respectively.

NOTE: In the case where the time frame between the beginning of consecutive RP's exceeds 365 days, no credit will be granted for that portion of the time frame in excess of 365.


REPORTING PERIOD
TYPE 1: (H) ENR
WITH
ENR
RP
(B) ENR
RP
365 DAYS
(C) ENR
WITH
RP
365 DAYS
TYPE 2: (D)
ENR
WITH
ENR
RP
TYPE 3: (E)
ENR
WITH
RP
(F)
ENR
RP

ACTIVITY REPORT SUMMARY

This report is produced monthly for up to six physical reporting levels as indicated by the makeup of the long school ID of each respective state. These six levels are 1) school plant, 2) school district, 3) county, 4) congressional district, 5) region, and 6) state. In addition a one page national summary is produced. The report is produced monthly and is cumulative quarterly and annually.

The data items included in the report reflect the activity transmitted by the terminal operators to the Data Bank in Little Rock. Since there is always a minimal delay from the time a child leaves a given school and the time when a school clerk forwards the data to the terminal operator and she, in turn, forwards it to the computer, a given report may not always bear a one-to-one correspondence to the schools' records for the same time period. Activities for a period that are reported to the Data Bank after the period will be included in subsequent reports.

Each data item on the Activity Report Summary is defined in the attached legend. In some cases, the method by which the figure was derived is explained. The items in the legend are grouped by category to correspond to the Transfer and Medical Records (i.e., Attendance Data Section, Student Health Section, Test Data Section, Special Program and Special Interest sections, and an Academic Credit Section).

ATTENDANCE DATA

Cumulative Enrollments To Date

This item will reflect the cumulative number of enrollments starting September 1 of each calendar year. It is simply a running total of the "Number Enrollments This Period" field and is not a "pure" number. This field will be accumulated throughout each evaluation year and started over at the beginning of the following evaluation year, i.e. from September 1 thru the following August 31.

Number Enrollments This Period

This field reflects the total number of enrollment transactions as reported by the terminal operators for the period. This number includes duplicates, i.e. if a child enrolls twice during the same reporting period, he will be counted twice.

Unique Enrollments This Period

This field reflects the total number of enrollments generated by different students. In other words, if a child enrolls twice during any reporting period, he is counted only once. This count is a "pure" number.

Number Withdrawals This Period

This item reflects the total number of withdrawal transactions as reported by the terminal operator for the period.

Unique Withdrawals This Period

This field reflects the total number of withdrawals of different students during the period.

Number of Days Enrolled

This item summarizes the total days enrolled reported by your terminals during the period. CAUTION: This item will not usually reflect days enrolled for students who are still enrolled because, normally days enrolled data is not reported to the System until the child has been withdrawn. Days enrolled data will be included in the report covering the period during which the days enrolled data was received at the Depository.

Number of Days Present

This item reflects the total days present reported by your terminals during the period. CAUTION: This item will not usually reflect days present for students who are still enrolled because, normally days present data is not reported to the System until the child has been withdrawn. Days present data will be included in the report covering the period during which the days present data was received at the Depository.

Percent of Attendance

This item reflects that percent of total days enrolled that the children were actually in attendance. It is obtained by dividing the NUMBER OF DAYS PRESENT by the NUMBER OF DAYS ENROLLED.

Number of Terminations This Period

This item reflects the number of students who were terminated during the reporting period.

Peak Enroll This Period

This field reflects the maximum number of migrant children enrolled at any single time during the reporting period. It is obtained by taking the number of migrant students already enrolled at the beginning of the period,

adding and subtracting, in chronological order, the enrollments and withdrawals, respectively, and determining the maximum numerical value of this process.

Min. Enroll This Period

This field reflects the minimum number of children enrolled at any single time during the reporting period. It is obtained at the same time as the previously mentioned item only using the minimum numerical value of the process.

No. Interstate Moves

This item reflects the total number of students received from another state during the period. Interstate move totals accrue to both the sending and the receiving states.

No. Intrastate Moves

This item reflects the total number of times, during the reporting period, migrant students were received from another school (or lowest level used in your school ID number) within the same state. Intrastate totals accrue to both the sending and the receiving levels, i.e. district, county, etc.

STUDENT HEALTH

Reporting is by three different age groups: 1) under 6 yrs., 2) 6 - 12 yrs. and 3) over 12 yrs. All health services on the student health matrix of the Transfer Record are summarized on the report. Under each age group you will find the following fields:

Tested

This item reflects the total number of migrant students reported during the period under a particular health item, i.e. initial history, vision, dental, etc.

Abnormal

This column reflects the total number of students tested who were reported as being abnormal.

Percent of Abnormalities

The percent of abnormalities as related to those tested is computed to permit a quick assessment of the magnitude of a particular health problem in any of the three age groups. This is arrived at by dividing the ABNORMAL count by the TESTED count.

Number Urgent Conditions

This item summarizes the number of health problem entries received during the period that were indicated as being urgent, i.e. Medical Record item HP06-Y.

TEST DATA

Under the Test Data Section, you will find up to five tests. The five tests printed will be those that were most active at the reporting unit during the period. Even though only five are summarized, the total number of tests used during the period is also indicated.

Test Name

This field contains the actual test name on file at the Central Depository. This is in direct contrast to the previous report format which only contained the test code.

No. Students

This item reflects the total number of students for each of the five possible tests summarized.

Total Students Tested

This field is the total of all students administered a test during the period even if it is not one of the five printed.

Total Tests Used

This column reflects the number of unique tests that were reported as having been administered during the period to the students referred to in the above item.

SPECIAL PROGRAMS

As under the Test Data Section, the Special Programs Sections of the report will summarize up to five special programs. These five will be determined on the basis of the most activity at the particular reporting unit during the period. Entries in the Special Programs Section will appear on the report once the Depository has received the data and will remain there until the report following withdrawal of the particular student. Those students that both enrolled and withdrew during the same period will be counted on the report following the reporting of this activity.

Program Name

This field contains the program name on file at the Central Depository in lieu of the code.

No. Students

This item reflects the total number of students who were reported as having been in a particular program during the period.

SPECIAL INTEREST

The Special Interest Section of the report will summarize up to five

special interests and those will be determined on the basis of the most activity as reported by the unit during the period.

Special Interest

This field reflects the name of the special interest involved.

Interested

This field is a summary of those students interested in a particular special interest field as reported during the period. It does not indicate involvement.

Active

This field reflects the number of students actually participating in a particular special interest activity as reported during the period. It is this field that is used to determine the five interests that will be printed on the report.

ACADEMIC CREDIT

This Section is used to indicate the number of weeks of high school credits reported during the period. Years 1 thru 4 correspond to grades 9 thru 12. This data is obtained from the credit accrual matrix on the Transfer Record.

STATE OF ARKANSAS — ST C/O CNTY LEA — PLANT

INTERSTATE MIGRANT STUDENT RECORD TRANSFER SYSTEM
ACTIVITY REPORT SUMMARY

PERIOD 07/01/76 TO 07/31/76 — 01 00 0000 STATE — 1

CUMULATIVE ENROLLMENTS TO DATE	NUMBER ENROLLMENTS THIS PERIOD	UNIQUE ENROLLMENTS THIS PERIOD	NUMBER WITHDRAWALS THIS PERIOD	UNIQUE WITHDRAWALS THIS PERIOD	NUMBER OF DAYS ENROLLED	NUMBER OF DAYS PRESENT	PERCENT OF ATTENDANCE O/O	NUMBER OF TERMINATIONS THIS PERIOD
7,513	71	71	918	913	92,388	86,698	93.330	15

PEAK ENROLL THIS PERIOD	MIN. ENROLL THIS PERIOD	NO. INTER-STATE MOVES	NO. INTRA-STATE MOVES
1,482	635	1	70

STUDENT HEALTH

MINIMUM HEALTH SERVICES MATRIX SUMMARY

	UNDER 6 YRS TESTED	UNDER 6 YRS ABNORMAL	UNDER 6 YRS O/O	6 TO 12 YRS TESTED	6 TO 12 YRS ABNORMAL	6 TO 12 YRS O/O	OVER 12 YRS TESTED	OVER 12 YRS ABNORMAL	OVER 12 YRS O/O
AA	1	1	100	1	1	100	0		
AB	2			10	3	30	0		
AC	11			110			25	1	4
AD	8			50			19		
AE	1			2			0		
AF	1			2			0		
AG	11			8			0		
AH	182			69			2		
AI	164			74			2		
AJ	81			34			0		
AK	53			32			0		
AL	11			8			0		
AM	9	6	66	92	55	59	20	8	40
AN	14	2	14	142	11	7	33	5	15
AO	15	1	6	135	5	3	33	1	3
AP	0			2	1	50	0		
AQ	0			0			0		
AR	0			0			0		
AS	0			0			0		
AT	0			0			0		
AU	4			0			0		
AV	21			19			0		
AW	0			0			0		
AX	0			0			0		
AY	0			0			0		

NUMBER URGENT CONDITIONS = 0

TEST DATA

TEST NAME	NO. STUDENTS
SRA ACHIEVEMENT TEST	233
WEEKLY READER DIAGNOSTIC TEST	89
WRAT-READING	37
WRAT-MATH	37
WRAT-SPELLING	35

TOTAL STUDENTS TESTED	TOTAL TESTS USED
317	29

SPECIAL PROGRAMS

PROGRAM NAME	NO. STUDENTS
HEALTH NUTRITION	692
CULTURAL ENRICHMENT	380
HEALTH RECREATION	316
MUSIC	294
ART	255

SPECIAL INTERESTS

SPECIAL INTEREST	INTERESTED	ACTIVE
SEDENTARY GAMES	9	9
BASEBALL	5	5
READING	4	4
MUSIC	2	2
BICYCLING	2	2

ACADEMIC STATUS

YEAR 1	YEAR 2	YEAR 3	YEAR 4
1,114	1,832	579	592

NOTE THE DATA SHOWN HEREIN IS REPRESENTATIVE OF THE ACCURACY AND COMPLETENESS OF INDIVIDUAL STUDENT RECORDS AND IS INTENDED ONLY TO PROVIDE SUMMARY INFORMATION IN A USABLE FASHION FOR ADMINISTRATIVE UTILIZATION.

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PERIODIC ENROLLMENT VALIDATION REPORT

The purpose of the Periodic Enrollment Validation Report (PEVR) is to provide for each state a list of students by the lowest physical level included in the long school ID. This report is produced quarterly (November, February, May and August) and it lists students alphabetically by name. The report should be used to check against students actually enrolled by the schools.

Any discrepancies should be investigated and corrections made. Common discrepancies would include:

A. School shows more enrollments than PEVR - additional enrollments should be sent to your T.O.

B. PEVR shows more enrollments than the school - erroneous enrollments should be deleted or the school file should be updated.

Definitions of data items-

Last Name, First Name, Middle Initial, Sex, Birth Dates are self explanatory.

Student Number - Same as on other

Mnemonic - Same as on other

Migrant Status - the type of migrant student who is being enrolled using the following classifications:

1. Agricultural interstate migrant
2. Agricultural intrastate migrant
3. Agricultural 5-year migrant
4. Fishing interstate migrant
5. Fishing intrastate migrant

6. Fishing 5-year migrant

The Migrant Status is required for each enrollment in the MSRTS System.

Date Enrolled - the date that a child was enrolled in your state.

Date Withdrew - the date that a child left school or the date the school term ended.

Line ID - the line in the School History Section of the Transfer Record on which the enrollment was placed.

MSRTS-2 PERIODIC ENROLLMENT VALIDATION REPORT
AS OF 11/18/74

PRESIDIO ISD - 6TVC
ex 1240
PRESIDIO TX

PERIOD 07/01/73 THRU 06/30/74 PAGE 1

LAST NAME	FIRST NAME	M/I	SEX	BIRTHDATE	STUDENT NUMBER	MNE	MIGRANT STATUS	DATE ENROLLED	DATE WITHDREW	LINE ID
GARCIA	BECKY		F	08/15/63	0003525	BML	*****	08/20/73	01/07/73	AD

**** INDICATES THIS STUDENT HAS NOT BEEN WITHDRAWN AS OF THIS REPORTING DATE.

***** INDICATES THE MIGRANT STATUS FOR THIS STUDENT HAS NOT BEEN ESTABLISHED AND IT NEEDS TO BE SET.

******** INDICATES THAT THE BIRTHDATE IS ALL ZEROS AND NEEDS TO BE CORRECTED.

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INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

The purpose of the Inter/Intra-State Student Enrollment Monitoring System (ISEMS) Report is to give the states assistance in their recruitment of migrant children. The Report is divided into four (4) sections of which the fourth is printed periodically or upon request by an individual state.

Definitions of data items -

Last Name, First Name, Initial, Sex, Birth Date are self-explanatory.

S/N - The unique student number assigned by the computer.

MNE - A three letter mnemonic that represents the student number.

HB City - The home base city is where the child considers to be his or her permanent home.

LPFN (1) - The legal parent's first name - father (implied).

LPEN (2) - The legal parent's first name - mother (implied).

The following is a brief description of the sections:

Section 1

This report indicated children which are home based in your state but have never been enrolled by your state. They are listed in alphabetical order according to home base city. Once the students contained in this section have been served by the home base city, they will no longer appear in this section. Too, all students reported in Section 1 should show in the Report heading designated 'School State' a state abbreviation other than home base state.

Section 2

This report indicates those children that are home based in your state

and were enrolled at one time by your state but not within the last twelve months. These children are also alphabetized according to home base city. If your state's abbreviation does appear under the heading of 'School State' for this Section, one of several things might be indicated. Some of these possibilities are as follows:

a. That the student has dropped out of the migrant stream

b. That the student has not been reported as a migrant during the current year

c. That the student has been enrolled in a non-project school

d. That the student has changed home bases which would reflect a need to update the home base city of the SI Line on the Transfer Record.

Section 3

This report indicates that those students have been enrolled in your state within the last twelve months but are not being served by the home base city. This might indicate the following:

a. An intra-state move.

b. That the student is an unreported 5-year migrant.

c. That the student does not attend a school in the home base city where he resides. This may be more common in your rural areas than in your urban areas.

NOTE: The most recent school is in your state but does not necessarily reflect the most recent enrollment. Therefore, Section 3 should always contain your home base state under the heading 'School State'. This report differs from Sections 1 and 2 in this respect. The students contained in this report will always reappear as long as the home base city and school city are different.

(As in the case where there are rural communities in the same county or same school district.)

Sections 1, 2, and 3 have been separated by home base city for ease of handling and distribution as requested by the State Director.

Section 4

This report summarized in alphabetical sequence by schools those students whose home base city or home base state has not been recorded on the SI section on the Transfer Record. This report is sent to the State Director of the state where the most recent school attended is located. It is requested that those schools supply the missing information that is indicated by asterisks. Please have your schools to forward this information to your operators to be placed on the Transfer Record. This will eliminate reappearance of this child on this section. This will enable us to report the activity of this student to his home base state. This report is separated by schools.

ARKANSAS MIGRANT STUDENT RECORD TRANSFER SYSTEM PAGE 1

INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

SECTION 1 JAN 31, 1975

ACCORDING TO DEPOSITORY RECORDS, THE FOLLOWING STUDENTS ARE HOME BASED IN ARKANSAS BUT HAVE NEVER HAD AN ENROLLMENT REPORTED BY YOUR STATE.

LAST NAME	FIRST NAME	I	SEX	B-DATE	S/N	MNE	HB CITY MOST RECENT REPORTED SCHOOL	LPFN (1) SCHOOL CITY	LPFN (2) SCHOOL STATE
HERNANDEZ	RAUL	J	M	10/06/65	3267084	BKP	PRAIRIE GROVE WATKINS ELEM	ROBERTO MARIA CENTRAL CITY	MI
HERNANDEZ	LINDA	S	F	06/02/62	1965571	BBL	LONOKE GROVE CITY ELEM	JOSE RAMONA GROVE CITY	IN

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INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

SECTION 2

JAN 31, 1975

ACCORDING TO DEPOSITORY RECORDS, THE FOLLOWING STUDENTS ARE HOME BASED IN ARKANSAS AND WERE ENROLLED BY YOUR STATE AT ONE TIME BUT NOT WITHIN THE LAST 12 MONTHS.

LAST NAME	FIRST NAME	I	SEX	B-DATE	S/N	MNE	HB CITY MOST RECENT REPORTED SCHOOL	LPFN (1) SCHOOL CITY	LPFN (2) SCHOOL STATE
ADAMS	PATRICIA		F	12/22/59	2269014	CKJ	HOT SPRINGS BIBB ELEMENTARY	CLEVELAND MONROE	ELOISE LA
ALONZO	MICHAEL	P	M	08/14/61	3730919	KBG	CONWAY APPLE VALLEY ELEM	MANUEL APPLE VALLEY	MARGARITA CA
MITCHELL	DWAYNE	B	M	04/26/66	4089660	MPC	HOPE 12TH ST ELEM	WILLIAM NEOSHO	MARY ANN MO

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INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

SECTION 3

JAN 31, 1975

ACCORDING TO DEPOSITORY RECORDS, THE FOLLOWING STUDENTS ARE HOME BASED IN ARKANSAS AND HAVE BEEN SERVED IN YOUR STATE WITHIN THE LAST 12 MONTHS. HOWEVER, NO ENROLLMENT HAS BEEN REPORTED BY THE HOME BASE CITY.

LAST NAME	FIRST NAME	I	SEX	B-DATE	S/N	MNE	HB CITY MOST RECENT SCHL YOUR STATE	LPFN (1) SCHOOL CITY	LPFN (2) SCHOOL STATE
RODGIQUEZ	FELIPE	L	M	07/20/66	4043697	JCV	MAGNET COVE BLYTHEVILLE ELEM	JUAN BLYTHEVILLE	PAULA AR
SANCHEZ	LUIS	P	M	02/28/64	2909835	CKP	HOPE BLYTHEVILLE ELEM	LUIS BLYTHEVILLE	MARIA AR

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INTER/INTRA-STATE STUDENT ENROLLMENT MONITORING SYSTEM (ISEMS)

SECTION 4

JAN 31, 1975

ACCORDING TO DEPOSITORY RECORDS, THE FOLLOWING STUDENTS MOST RECENTLY ATTENDED ARKANSAS SCHOOLS. INFORMATION RELATIVE TO HOME BASE CITY AND/OR STATE IS INSUFFICIENT. PLEASE SUPPLY THE INFORMATION AS INDICATED BY ASTERISKS.

LAST NAME	FIRST NAME	I	SEX	B-DATE	S/N	MNE	HB CITY MOST RECENT REPORTED SCHOOL	SCHOOL CITY	HB STATE SCHOOL STATE
CORDOBAS	MARIA	L	F	09/26/62	3966217	JLL	MONTGOMERY EVANSVILLE ELEM	** EVANSVILLE	 AR
DUNCAN	JEFF	P	M	12/11/68	5653119	XBF	******* HOPE ELEMENTARY	** HOPE	 AR
GARCIA	LUPE		M	03/16/61			VISALIA PARKER JR HIGH	** WYNNE	 AR
MITCHELL	HERBERT	T	M	01/02/60			******* DUMAS SR HIGH	TX DUMAS	 AR

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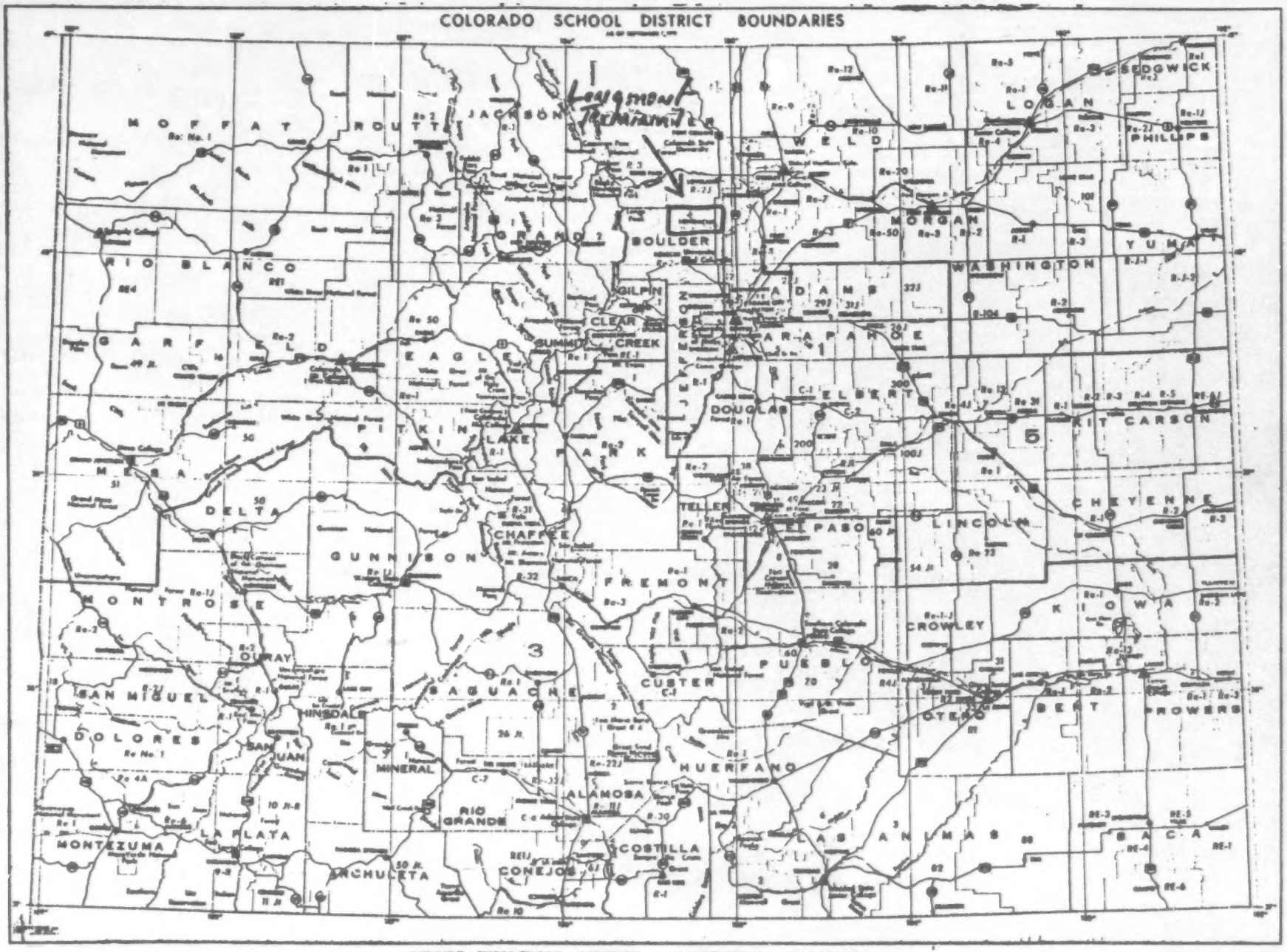

MSRTS TERMINAL CENTER - LONGMONT, COLORADO

1978 - 1980 EDUCATIONAL PRIORITIES

AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION

IMPROVEMENT OF BASIC SKILLS:

The Colorado Department of Education, through the accountability process and other proven methods, will help schools analyze and improve student skills in reading, writing, speaking, listening and mathematics.

IMPROVEMENT OF DISCIPLINE IN SCHOOLS:

The Department will assist schools to achieve a learning climate for improved student discipline to enhance the learning process.

IMPROVEMENT OF ORGANIZATION AND MANAGEMENT OF EDUCATION:

The Department will assist schools and libraries by coordinating and integrating state, local, and federal programs to strengthen their skills in research, evaluation, and planning, for effective use of financial and human resources.

IMPROVEMENT OF PUBLIC CONFIDENCE IN EDUCATION:

The Department will work with schools to improve public confidence in education through practical means including the state's accountability and accreditation processes and through increased involvement of the total community in the public school system.

IMPROVEMENT OF EQUALITY OF ACCESS TO INFORMATION:

The Department will identify and improve programs which assure equal access to information to help all Colorado citizens meet occupation, educational, and leisure time interests.

IMPROVEMENT OF LEADERSHIP AND STAFF DEVELOPMENT:

The Department will further efforts to strengthen leadership skills of all professional staffs in the Department of Education, schools, boards of cooperative services, and libraries and library systems through increased inservice programs planned and offered cooperatively with higher education and other appropriate organizations.

COLORADO STATE BOARD OF EDUCATION

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